

UBEA

Business Education

Forum

OCTOBER 1954

VOL. VII, NO. 4

UNITED BUSINESS EDUCATION ASSOCIATION

The Last Days of the
Business Education
Forum
1954
1955
1956
1957
1958
1959
1960
1961
1962
1963
1964
1965
1966
1967
1968
1969
1970
1971
1972
1973
1974
1975
1976
1977
1978
1979
1980
1981
1982
1983
1984
1985
1986
1987
1988
1989
1990
1991
1992
1993
1994
1995
1996
1997
1998
1999
2000
2001
2002
2003
2004
2005
2006
2007
2008
2009
2010
2011
2012
2013
2014
2015
2016
2017
2018
2019
2020
2021
2022
2023
2024
2025
2026
2027
2028
2029
2030
2031
2032
2033
2034
2035
2036
2037
2038
2039
2040
2041
2042
2043
2044
2045
2046
2047
2048
2049
2050
2051
2052
2053
2054
2055
2056
2057
2058
2059
2060
2061
2062
2063
2064
2065
2066
2067
2068
2069
2070
2071
2072
2073
2074
2075
2076
2077
2078
2079
2080
2081
2082
2083
2084
2085
2086
2087
2088
2089
2090
2091
2092
2093
2094
2095
2096
2097
2098
2099
2100
2101
2102
2103
2104
2105
2106
2107
2108
2109
2110
2111
2112
2113
2114
2115
2116
2117
2118
2119
2120
2121
2122
2123
2124
2125
2126
2127
2128
2129
2130
2131
2132
2133
2134
2135
2136
2137
2138
2139
2140
2141
2142
2143
2144
2145
2146
2147
2148
2149
2150
2151
2152
2153
2154
2155
2156
2157
2158
2159
2160
2161
2162
2163
2164
2165
2166
2167
2168
2169
2170
2171
2172
2173
2174
2175
2176
2177
2178
2179
2180
2181
2182
2183
2184
2185
2186
2187
2188
2189
2190
2191
2192
2193
2194
2195
2196
2197
2198
2199
2200
2201
2202
2203
2204
2205
2206
2207
2208
2209
2210
2211
2212
2213
2214
2215
2216
2217
2218
2219
2220
2221
2222
2223
2224
2225
2226
2227
2228
2229
2230
2231
2232
2233
2234
2235
2236
2237
2238
2239
2240
2241
2242
2243
2244
2245
2246
2247
2248
2249
2250
2251
2252
2253
2254
2255
2256
2257
2258
2259
2260
2261
2262
2263
2264
2265
2266
2267
2268
2269
2270
2271
2272
2273
2274
2275
2276
2277
2278
2279
2280
2281
2282
2283
2284
2285
2286
2287
2288
2289
2290
2291
2292
2293
2294
2295
2296
2297
2298
2299
2300
2301
2302
2303
2304
2305
2306
2307
2308
2309
2310
2311
2312
2313
2314
2315
2316
2317
2318
2319
2320
2321
2322
2323
2324
2325
2326
2327
2328
2329
2330
2331
2332
2333
2334
2335
2336
2337
2338
2339
2340
2341
2342
2343
2344
2345
2346
2347
2348
2349
2350
2351
2352
2353
2354
2355
2356
2357
2358
2359
2360
2361
2362
2363
2364
2365
2366
2367
2368
2369
2370
2371
2372
2373
2374
2375
2376
2377
2378
2379
2380
2381
2382
2383
2384
2385
2386
2387
2388
2389
2390
2391
2392
2393
2394
2395
2396
2397
2398
2399
2400
2401
2402
2403
2404
2405
2406
2407
2408
2409
2410
2411
2412
2413
2414
2415
2416
2417
2418
2419
2420
2421
2422
2423
2424
2425
2426
2427
2428
2429
2430
2431
2432
2433
2434
2435
2436
2437
2438
2439
2440
2441
2442
2443
2444
2445
2446
2447
2448
2449
2450
2451
2452
2453
2454
2455
2456
2457
2458
2459
2460
2461
2462
2463
2464
2465
2466
2467
2468
2469
2470
2471
2472
2473
2474
2475
2476
2477
2478
2479
2480
2481
2482
2483
2484
2485
2486
2487
2488
2489
2490
2491
2492
2493
2494
2495
2496
2497
2498
2499
2500
2501
2502
2503
2504
2505
2506
2507
2508
2509
2510
2511
2512
2513
2514
2515
2516
2517
2518
2519
2520
2521
2522
2523
2524
2525
2526
2527
2528
2529
2530
2531
2532
2533
2534
2535
2536
2537
2538
2539
2540
2541
2542
2543
2544
2545
2546
2547
2548
2549
2550
2551
2552
2553
2554
2555
2556
2557
2558
2559
2560
2561
2562
2563
2564
2565
2566
2567
2568
2569
2570
2571
2572
2573
2574
2575
2576
2577
2578
2579
2580
2581
2582
2583
2584
2585
2586
2587
2588
2589
2590
2591
2592
2593
2594
2595
2596
2597
2598
2599
2600
2601
2602
2603
2604
2605
2606
2607
2608
2609
2610
2611
2612
2613
2614
2615
2616
2617
2618
2619
2620
2621
2622
2623
2624
2625
2626
2627
2628
2629
2630
2631
2632
2633
2634
2635
2636
2637
2638
2639
2640
2641
2642
2643
2644
2645
2646
2647
2648
2649
2650
2651
2652
2653
2654
2655
2656
2657
2658
2659
2660
2661
2662
2663
2664
2665
2666
2667
2668
2669
2670
2671
2672
2673
2674
2675
2676
2677
2678
2679
2680
2681
2682
2683
2684
2685
2686
2687
2688
2689
2690
2691
2692
2693
2694
2695
2696
2697
2698
2699
2700
2701
2702
2703
2704
2705
2706
2707
2708
2709
2710
2711
2712
2713
2714
2715
2716
2717
2718
2719
2720
2721
2722
2723
2724
2725
2726
2727
2728
2729
2730
2731
2732
2733
2734
2735
2736
2737
2738
2739
2740
2741
2742
2743
2744
2745
2746
2747
2748
2749
2750
2751
2752
2753
2754
2755
2756
2757
2758
2759
2760
2761
2762
2763
2764
2765
2766
2767
2768
2769
2770
2771
2772
2773
2774
2775
2776
2777
2778
2779
2780
2781
2782
2783
2784
2785
2786
2787
2788
2789
2790
2791
2792
2793
2794
2795
2796
2797
2798
2799
2800
2801
2802
2803
2804
2805
2806
2807
2808
2809
2810
2811
2812
2813
2814
2815
2816
2817
2818
2819
2820
2821
2822
2823
2824
2825
2826
2827
2828
2829
2830
2831
2832
2833
2834
2835
2836
2837
2838
2839
2840
2841
2842
2843
2844
2845
2846
2847
2848
2849
2850
2851
2852
2853
2854
2855
2856
2857
2858
2859
2860
2861
2862
2863
2864
2865
2866
2867
2868
2869
2870
2871
2872
2873
2874
2875
2876
2877
2878
2879
2880
2881
2882
2883
2884
2885
2886
2887
2888
2889
2890
2891
2892
2893
2894
2895
2896
2897
2898
2899
2900
2901
2902
2903
2904
2905
2906
2907
2908
2909
2910
2911
2912
2913
2914
2915
2916
2917
2918
2919
2920
2921
2922
2923
2924
2925
2926
2927
2928
2929
2930
2931
2932
2933
2934
2935
2936
2937
2938
2939
2940
2941
2942
2943
2944
2945
2946
2947
2948
2949
2950
2951
2952
2953
2954
2955
2956
2957
2958
2959
2960
2961
2962
2963
2964
2965
2966
2967
2968
2969
2970
2971
2972
2973
2974
2975
2976
2977
2978
2979
2980
2981
2982
2983
2984
2985
2986
2987
2988
2989
2990
2991
2992
2993
2994
2995
2996
2997
2998
2999
3000
3001
3002
3003
3004
3005
3006
3007
3008
3009
3010
3011
3012
3013
3014
3015
3016
3017
3018
3019
3020
3021
3022
3023
3024
3025
3026
3027
3028
3029
3030
3031
3032
3033
3034
3035
3036
3037
3038
3039
3040
3041
3042
3043
3044
3045
3046
3047
3048
3049
3050
3051
3052
3053</



Look Ahead...

Equip them for business now ...the Underwood *All Electric* way!

Teaching your students on the Underwood *All Electric* Typewriter will better equip them for a position in the modern business world... and will facilitate the achievement of many of your typewriting objectives sooner.

Enthusied students, encouraged by their rapid rate of progress... learn faster... more thoroughly... giving you more time in which to teach them other important business needs. Underwood *All Electric* Typewriters in your classroom will make teaching a greater pleasure.

Remember, too, that most typing techniques acquired on the Underwood *All Electric* are "carried over" by students when operating the standard style typewriter. Your students are better equipped for today's business tempo... your job is easier... more satisfying... thanks to the Underwood *All Electric* Typewriter.

Be sure you see the new "easy-to-teach-on" Underwood *All Electric*... the electric typewriter which has won the acclaim of teachers... and businessmen... everywhere! Call your local Underwood representative today and arrange for a demonstration.

© 1951

TIPS ON TEACHING

by George L. Hossfield

Ten Times World's Champion Typist



"On a recent trip during which I talked to hundreds of teachers of typewriting, the Electric Typewriter was always a prime subject of discussion. I have been amazed and thrilled at the forward looking viewpoint of progressive minded teachers regarding the advantages of teaching typewriting this new way.

"One particular point needs emphasis; teach rhythm. Because of the light, short stroking of the Electric Typewriter and the uniformity of impression the old handicap of partially printed characters is eliminated and proper stroking in rhythm can be emphasized from the first lesson."

Underwood Corporation

Typewriters... Adding Machines... Accounting Machines... Carbon Paper... Ribbons

One Park Avenue, New York 16, N. Y.

Underwood Limited, Toronto 1, Canada

Sales and Service Everywhere



Underwood

All Electric

Typewriter

...made by the Typewriter
Leader of the World

Contents

EDITORIAL:

- Children in Today's World—*Paul S. Lomax*..... 4
Specialized Shorthand—In School or on the Job—*Dorothy H. Veon*..... 9

THE FORUM:

- Teaching Advanced Shorthand as Applied to the Petroleum Industry—*Clyde I. Blanchard*..... 11
Study Guide Aids Future Secretaries of Automotive Industry—*William G. Savage*..... 12
Legal Secretary Has Endless Variety of Work—*Rita C. Reimer*..... 14
Medical Dictation a Highly Specialized Area—*Celia A. Dalton*..... 17
Shorthand Behind the Impressive Scene of Steel Making—*Mary Stella*..... 19
Refresher Shorthand Course Aids Inexperienced Stenographers—*June E. Ayers*..... 21

UNITED SERVICES:

- Building Transcription Skill—*Stella Willins*..... 25
Typewriting in a Work-Inspiring Environment—*Eugenia Moseley*..... 26
Use Students' Experiences to Enrich Teaching of Accounting—*Katharine McIntyre*..... 27
Suggestions for Improvement of Handwriting in Bookkeeping Classes—*Ernest A. Zelliot*..... 27
Pupils Record "On the Spot" Interviews—*Marjorie C. McLeod*..... 28
From Clerical Class to Office in 180 Hours—*Zetta C. Walmsley*..... 29
Tired of Lectures, Class Plans Study Units—*Harrison J. Cameron, Jr.*..... 31
Clerical Standards "Invalid"—Need Time-Motion Studies—*Fred C. Archer*..... 33

UBEA IN ACTION:

- News, Plans, and Programs..... 41

AFFILIATED, COOPERATING, AND UBEA REGIONAL ASSOCIATION:

- Mountain-Plains Business Education Association..... 46
Southern Business Education Association..... 47

FBLA FORUM:



The United Business Education Association is the amalgamation of the Department of Business Education of the National Education Association and the National Council for Business Education. The Department of Business Education was founded July 12, 1892 and the National Council in 1933. The merger of the two organizations took place in Buffalo, New York, on July 1, 1946.

Contents of BUSINESS EDUCATION (UBEA) FORUM are listed in Business Education Index and Education Index. Articles published in BUSINESS EDUCATION (UBEA) FORUM are the expressions of the writers and are not a statement of the policy of the Association, unless established by a resolution.

Business Education (UBEA) Forum is published monthly except June, July, August, and September by the United Business Education Association, a Department of the National Education Association of the United States, (also publishers of *The National Business Education Quarterly*.) Executive, editorial, and advertising headquarters, 1201 Sixteenth Street, N. W., Washington 6, D. C. Membership in the Association is \$3 a year, \$2.50 of which is for a year's subscription to UBEA Forum. Five dollars a year to non-members. Single copy 70 cents. Checks should be drawn payable to United Business Education Association and mailed to the Executive Secretary, Hollis P. Guy, 1201 Sixteenth Street, Washington 6, D. C. Four weeks' notice is required for a change of address. In ordering a change, please give both new and old address as printed on wrapper. Entered as second-class matter March 27, 1947, at the post office at Washington, D. C., under the Act of March 3, 1879. Additional second-class entry at Baltimore, Maryland.

BUSINESS EDUCATION FORUM

DOROTHY H. VEON
HOLLIS P. GUY
KATHARINE CHRISTIE
JANE FOSTER

Issue Editor
Executive Editor
Art Editor
Assistant Editor

SERVICE EDITORS

JOHN L. ROWE
LEWIS R. TOLL
HARRY HUFFMAN
DOROTHY H. VEON

ERWIN M. KEITHLEY
GLADYS BAHR
WILLIAM R. BLACKLER
MARY E. CONNELLY

ASSOCIATE SERVICE EDITORS

DOROTHY TRAVIS
FRED C. ARCHER
MARY BELL

HOWARD NORTON
REGIS A. HORACE
MINA JOHNSON
J. A. BEAUMONT

EXECUTIVE BOARD

UNITED BUSINESS EDUCATION ASSOCIATION

President PAUL S. LOMAX
New York University, New York City
Vice President LLOYD V. DOUGLAS
Iowa State Teachers College, Cedar Falls
Vice Pres. (Western Dist.) EVAN M. CROFT
Brigham Young University, Provo, Utah
Vice Pres. (Southern Dist.) GLADYS PECK
State Department of Education, Baton Rouge, La.
Vice Pres. (Mt.-Plains Dist.) E. C. MCGILL
Kansas State Teachers College, Emporia
Executive Secretary HOLLIS P. GUY
1201 Sixteenth Street, N. W., Washington, D. C.
Treasurer THEODORE YERIAN
Oregon State College, Corvallis
Past-President RAY G. PRICE
University of Minnesota, Minneapolis

EASTERN DISTRICT

ESTELLE S. PHILLIPS, District of Columbia
Public Schools, Washington, D. C.
LESTER I. SLUDER, Boston University, Boston,
Massachusetts
JOHN L. ROWE, New York City
I. KERR MILLER, High School, Williamsport,
Pennsylvania
GEORGE B. PONTZ, Columbia High School,
Maplewood, New Jersey

SOUTHERN DISTRICT

GLADYS PECK, State Department of Education,
Baton Rouge, Louisiana
ELISE ETHEREDGE, Columbia High School,
Columbia, South Carolina
THEODORE WOODWARD, George Peabody
College for Teachers, Nashville, Tennessee

CENTRAL DISTRICT

RAY L. RUPPLE, Waukesha High School,
Waukesha, Wisconsin
ROBERT T. STICKLER, Proviso Township High
School, Maywood, Illinois
LLOYD V. DOUGLAS, Iowa State Teachers Col-
lege, Cedar Falls, Iowa

MOUNTAIN-PLAINS DISTRICT

EARL G. NICKS, University of Denver, Denver,
Colorado
DOROTHY TRAVIS, Central High School and
University of North Dakota, Grand Forks, North
Dakota
CLYDE I. BLANCHARD, University of Tulsa,
Tulsa, Oklahoma

WESTERN DISTRICT

PHILLIP B. ASHWORTH, San Diego Public
Schools, San Diego, California
MARSDON A. SHERMAN, Chico State College,
Chico, California
THEODORE YERIAN, Oregon State College, Cor-
vallis, Oregon

The Executive Board also includes the presidents and vice presidents of the Research Foundation of UBEA and the Administrators Division of UBEA; the presidents and past-presidents of the National Association of Business Teacher-Training Institutions and the United States Chapter of the International Society for Business Education.

UBEA President's Message

Children in Today's World

As the United Business Education Association begins another school year, it joins with each and everyone of you business teachers in rededicating itself to the "Children in Today's World." That is the general theme of American Education Week of the National Education Association of which our UBEA is an important part. This American Education Week program, November 9-15, deals with consideration of our almost 35,000,000 students in American schools at all levels in relation to their homes, churches, heritage, schools, country, opportunity, and future.

These students of our schools—their needs, interests, aptitudes, aspirations—should be constantly at the center of all our educational planning. While we in this rapidly changing educational decade have serious problems of increasing enrollments, teacher shortage, building and equipment needs, and critical financial problems, our most crucial problem is ever the evolving of an appropriate instructional program for our students. They are seemingly destined to live out their lives in one of the most complex, turbulent, dynamic, revolutionary, and challenging periods of American and world events. We are told that the United States will probably become by 1975 a nation of 193 million people with a working force of 82 million persons, who with improved machines and processes will bring about a much higher production than we now have and a continued rise of living standards. In the midst of such predicted population and business expansion, our deepest concern as teachers is to provide our students with educational experiences that will help them to grow intellectually, morally, and spiritually strong in their power to build and maintain a peaceful world in which to live happy lives of human enlightenment and advancement.

It is because of this supreme task of our American schools that we believe that educational program building should be the primary concern of our UBEA officers and executive board in service to our members and the profession of business education in general. We shall use this page during this school year to put before you business teachers our developing UBEA action program for your critical evaluation and helpful participation. No greater life mission has any group of school workers than we business teachers have in helping our students of today's world to become economically competent as adult business producers and consumers in tomorrow's world.

PAUL S. LOMAX, *President, UBEA*



Fastest Route to Skilled Typists



Your students, too, can build greater speed plus accuracy—have more time for actual production practice—when you teach them on the proved “teaching typewriter”!



Electric Typewriters

INTERNATIONAL BUSINESS MACHINES

IBM, Dept. UF-5
590 Madison Ave., New York 22, N. Y.

- ☐ Please send booklet, “Electric Typewriters in Education,” and latest classroom results.
- ☐ We’d like to see your full-color sound movie, “Electric Typing Time,” on

(date)

Name

School

Address

City

State



Introducing the (and how much

When you see the new Royal Standard, you'll notice what a beauty it is . . . with its leaf-brown color and forest-green keys with gleaming, stainless steel trimmings.

But underneath that beauty lies something more important!

Every new feature was designed to make your teach-

ing job easier! Every new feature was thought out with you in mind.

Just look at the features pictured on this page and you'll see what we mean.

We're mighty proud of this new typewriter. *And you'll* be mighty glad you clipped the coupon below for a demonstration.



1 "Magic" Tabulator . . . the new exclusive feature which allows students to operate the tab with either finger or palm without removing their hands from the guide-key positions. No more reaching for tab keys . . . teaching tabulation is greatly simplified.



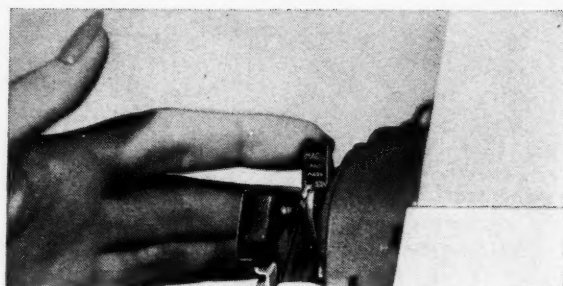
2 Carriage Control . . . students can adjust the carriage for fast columnar tabulation. There is no need to call a repairman to adjust the machine for carriage speed. A simple twist of Royal's exclusive Carriage Control Knob varies the speed of the carriage.

ROYAL

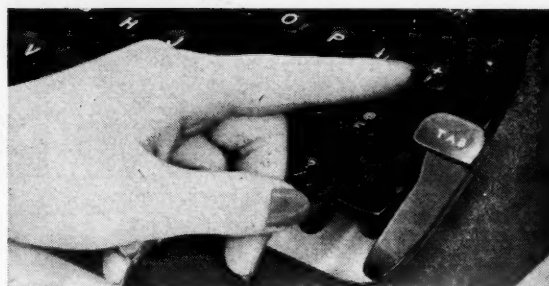
Typewriter Company, Inc.

"Magic" and "Touch Control" are registered trade-marks of Royal Typewriter Company, Inc.

the new Royal Typewriter... ch easier it makes your teaching!)



3 "Magic" Margin . . . margins were never easier to set than on the new Royal Standard. With improved "Magic" Margin all the student need do is position the carriage, and move the spring "Magic" Margin Control forward. Release, and the margin is set and locked in place automatically.



4 Extra "Bonus" Key . . . at no extra cost, all Royal Standard Typewriters will include a 43rd key. Ideal for special work.

Royal Typewriter Co., Inc.
School Dept., New York, N. Y.

Please have a School Representative arrange for a demonstration of the new Royal Standard Typewriter.

Name _____

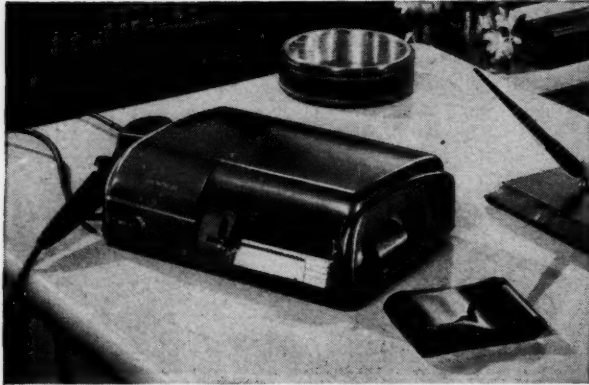
School _____

City _____ State _____

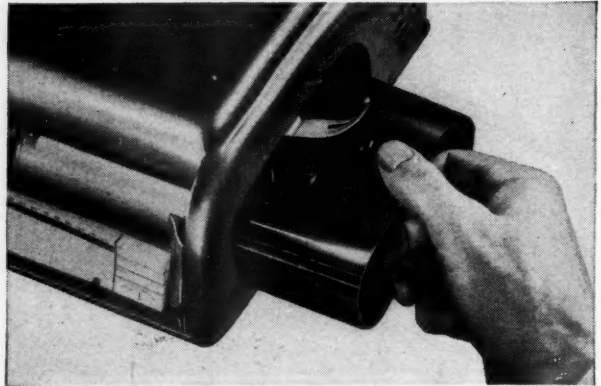
World's Largest Manufacturer of Typewriters

Inc.

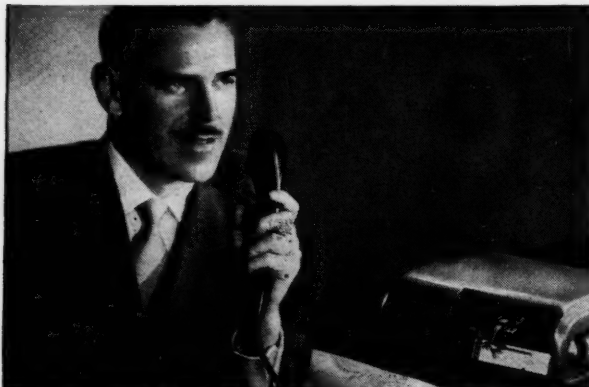
MEET THE MACHINE THAT'S MAKING DICTATING HISTORY!



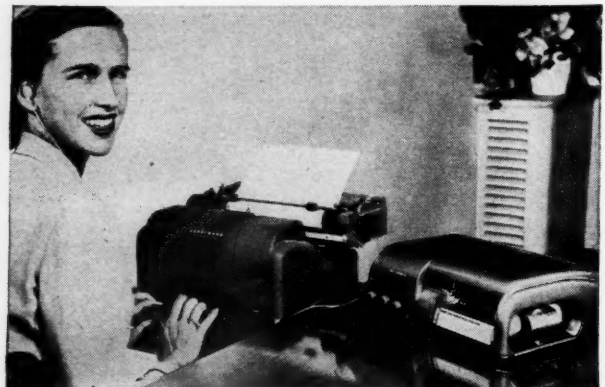
The new Dictaphone TIME-MASTER has revolutionized all previous concepts of dictating-machine usage. Never before in history has *any* dictating machine or method been so widely or enthusiastically accepted in government, business and the professions, by dictators and secretaries alike!



Dictaphone's exclusive unbreakable *Dictabelt* record made the TIME-MASTER possible. For the first time, here is a recording medium so low in cost that it is discarded after *only one use*. *Dictabelts* may also be easily mailed or filed for future reference.



TIME-MASTER's electronic microphone catches every word, records every syllable perfectly. Instantly available, the TIME-MASTER assures accuracy—makes dictation more convenient . . . makes transcription easier than ever before.



"It's a sweetheart," say secretaries. "The TIME-MASTER's Magic Ear fits as easily as an earring . . . weighs only half an ounce and provides voice-perfect reproduction from the *Dictabelt* record. TIME-MASTER is the world's most popular transcribing machine.

Today's completely trained secretary is expected to be proficient in machine transcription. Mail the coupon for full details of the Dictaphone School Rental-At-Cost Plan—the complete training course in TIME-MASTER transcription.

DICTAPHONE

THE GREATEST NAME IN DICTATION

Educational Division: 420 Lexington Ave., N. Y. 17, N. Y.

"Dictaphone" is a registered trade-mark of Dictaphone Corporation

DICTAPHONE CORP., Dept. BF-102
420 Lexington Ave., N. Y. 17, N. Y.

I would like to have more information about the Dictaphone SCHOOL RENTAL-AT-COST PLAN and the Business Practice Course.

Your Name _____

School _____

Street Address _____

City & Zone _____ State _____

Specialized Shorthand— In School or On the Job

One of the problems facing shorthand teachers is whether to offer specialized preparation for advanced students or to let the students receive this specialization on the job.

Many executives say that shorthand teachers should concentrate on sound basic shorthand for their students, placing the emphasis on dictation geared toward general areas of business. If this suggestion is followed, the student will be able to select his first job more easily from a larger number of potential positions. If he specializes, the employment area from which he has to choose his job may be too narrow and may lead to disappointment in not being placed in his preferred field. And, he may find it difficult to transfer later to another stenographic position.

On the other hand, some of our top-notch professional secretaries feel it is highly advantageous to specialize in a particular field. A clever secretarial student, they mention, will have made up his mind before he enters the business world as to the type of work he will seek. In these modern times the choice is broad. If he has something definite to offer, he can choose his job and demand a good salary. The ability of the stenographer to rise above the plane of mediocrity is greatly dependent not only upon the amount of responsibility he is capable of assuming but also upon his specialized training before he accepts his first assignment. The professional secretary tends to refute the opinions of the executives on this matter.

A survey of offerings among schools seems to indicate that specialized teaching in shorthand appears to be a fad. It is offered because the school feels that it should be progressive. Other schools have it; therefore, a particular school does not want to be denounced as a laggard for not offering it. Among specialists in curriculum construction this procedure is known as a "scissors and paste" method of incorporating curricular matter rather than tailoring a program to fit the needs and desires of the community.

Not all schools can justify the inclusion of specialized teaching in shorthand. Where such specialization is not provided, a student should be taught how to learn on his own, if necessary, the terms peculiar to a specific business. In some communities, courses of a specialized nature would not only be justified but highly recommended, especially where students would be employed by a large industry located nearby. Regardless of whether specialized teaching in shorthand is offered in our schools, some type of on-the-job instruction should be provided by the employer in order to insure good morale and high productivity.

DOROTHY H. VEON, Issue Editor

The Secret of Learning-to-file the easy way

Gone are the hours of listing dry, unimaginative rules and memorizing abstract theories. Everyone... youngsters and adults alike at the Vocational and Adult Education School of Racine, Wisconsin... learn filing methods and principles by working out actual business problems with *Identic* practice sets. *Identic*... a miniature filing system with guides and folders just like those used in modern business offices... gives students a chance to "file and find" under realistic conditions.

Identic costs so little, too... less than 1¢ per student. Guides, indexes and folders are made of the same material used in actual business... will last for years. *Identic* is made in both vertical and visible systems complete with problems, forms, tests, and a teacher's Manual. Why not find out how you can make your teaching easier, while securing better results? Just mail the attached coupon today! No obligation, of course.

Remington Rand



Adult students working out a business problem on *Identic* visible practice equipment. Systems include Job Analysis Records, Stock Records, Credit-Collection and Ledger Records, Sales Records and Sales Analysis Records.



Miss Helenora Strachan, instructor of filing and indexing at Racine Vocational and Adult Education School, Racine, Wisconsin, helps a student in a filing class using *Identic* vertical practice equipment.



FREE — YOURS FOR 30-DAY REVIEW

New Fifth Edition of *Progressive Indexing and Filing*. Yours to keep if you adopt the book for your students. Complete and authoritative. Covers all recognized commercial systems; including latest developments such as filing-on-film. 304 pages fully illustrated; in maroon leather. Only \$1.40 or slightly more in Central and Western States.

MISS N. MAE SAWYER, DIRECTOR
American Institute of Records Administration
Room 1435, 315 Fourth Ave., New York 10

Yes, I'd like to have the items checked below:

- ☐ Free 30-day-examination copy of "Progressive Indexing and Filing," fifth edition
- ☐ Free literature on *Identic* Practice Sets — Vertical Filing
- ☐ Free literature on *Identic* Practice Sets — Visible Filing
- ☐ Free movie "It Must Be Somewhere"

Name

School

Address

City Zone State

THE *Forum*

Teaching Advanced Shorthand As Applied to the Petroleum Industry

Few differences exist in teaching advanced shorthand regardless of its application to a specific type of business.

By CLYDE I. BLANCHARD
University of Tulsa
Tulsa, Oklahoma

Few differences exist in teaching advanced shorthand—with a top speed of 120 words a minute—regardless of its application to a specific type of business. About the only additional preparation needed is an understanding of the terms peculiar to a specific business and the ability to spell and typewrite them rapidly.

If the teacher is fortunate enough to have an advanced section made up of students who expect to be employed in a specific business, the technical vocabulary of that business can be and should be introduced immediately. This situation, however, exists in only a relatively few localities. Tulsa is one of these. More than one thousand oil companies have their home offices in Tulsa. Consequently, the majority of the graduates of the secretarial course in the Tulsa schools are employed in these offices.

There is a danger, however, in concentrating too heavily on technical oil vocabulary and correspondence under these conditions, because these stenographers still need a thorough grasp of accounting, sales and other general business terms. These general terms should not be neglected in an effort to familiarize the students with technical terms.

Danger in Shorthand Shortcuts

There is still a further danger. Teachers are tempted to teach too many shortcuts for the technical terms instead of relying on the simplicity of their shorthand system. In so doing, they place a heavy memory burden on their students and in a way invite their students to extend this practice of using shortcuts to other terms. The result generally is that the students tend to rely less and less on the fundamental word-building principles of their shorthand system and to seek a "shorter" route to shorthand skill. All advanced shorthand teachers should "stick" to the word-building principles of their shorthand system and teach shortcuts as a Scotchman spends his money!

Stenographers may change jobs frequently. If in preparing them for a specific type of business the day-by-day review of principles and drill on an all-around vocabulary are neglected, the shorthand teacher is likely to handicap those students who do change from one type of business to another.

A few specific helps and hints regarding the preparation of petroleum stenographers follow:

It is assumed that if petroleum stenographers are being trained, the area is one where petroleum is a major industry. No difficulty will be encountered in obtaining carbon copies of letters and memoranda and reports from the local offices of oil companies. Some of these letters will need to be edited before they meet teaching standards of English and style. This task, however, will give the teacher an excellent opportunity to review and very likely strengthen his own writing ability. In some cases, this opportunity has led to a most lucrative assignment consisting of the improvement of the correspondence of the firms from whom he has received letters that were below standard. Don't overlook this by-product.

If a glossary of oil terms cannot be obtained, one may be prepared with the aid of some generous soul in the industry. The Secretarial Administration Department of the College of Business Administration, University of Tulsa, has prepared such a glossary of oil terms, which it issues in mimeographed form to the advanced shorthand students. If interested, teachers may write to the University to obtain a copy of the glossary; however, the supply is limited.

After this glossary is available, be sure that the technical words are pronounced correctly even though the definition may have to be read from the list each time a technical word is being discussed. Students do not have a very high regard for the teacher who mispronounces the words being dictated; and, of course, a mispronunciation plays havoc with the shorthand outline.

As the teacher will be able to introduce only ten to fifteen technical words in each one hundred words dic-

"Many teachers are tempted to teach too many shortcuts for the technical terms."

tated in connected matter, he will find it necessary to supplement the connected matter each day with vocabulary drills based on this glossary. If this daily drill is limited to five words, about three hundred words will be covered in a 16-week course. The instructor should be satisfied, therefore, with the mastery of three hundred technical terms in a one-semester course — probably fewer.

The production of miniature models for all kinds of equipment and structures is becoming a major aid to in-service training programs. Written instructions regarding the correct use of equipment and the improvement of structures, are supplemented. Do not overlook these visual aids in teaching technical vocabularies. If possible, bring into the classroom miniature models of petroleum products, machinery, and structures so that the students may actually see the things they are studying and talking about.

Grade the dictation material according to the difficulty of vocabulary and subject matter. The instructor can usually depend upon the use of the standard word of 1.4 syllables for this grading although he will have to consider also sentence length and construction as well as the length of the letters or reports themselves.

If the teacher follows the rule of progressing from the simple to the complex, he cannot go wrong.

The instructor will notice immediately the increased student interest because of the motivation present. He has brought his students nearer their chosen goal; they realize that they are spending their time and effort on exactly the material they will be required to write in shorthand and transcribe on the job.

Of course, a shorthand speed of 120 words a minute

or even a hundred words a minute without the accompanying transcription skill that will meet the requirement of business is of little value. Do not tackle this job as a shorthand teacher, therefore, but as a business teacher, who has the responsibility of training stenographers who can produce the finished product in sufficient quantity that business can afford to hire his graduates.

As there is a great deal of dictation concerning land descriptions and royalty leases, a map showing the subdivisions should be displayed on the bulletin board. The students should be prepared to locate leases by such descriptions as C NW NE 9-10-21 W until they feel completely "at home" in taking and transcribing this type of technical dictation.

A geographical chart showing a cross section of the various strata of the earth's surface will also help them to become familiar with the names and relationship of the materials through which an oil well is drilled.

In the classes at the University of Tulsa the students benefit greatly by reading "This Fascinating Oil Business" by Ball. It is written in a non-technical style, and the subject matter is extremely interesting, even to the general reader. In requiring these background materials, teachers must always remember that shorthand is only a door opener. These background materials will prepare the stenographer to obtain a promotion more quickly than he would if he had only a vague idea of the oil industry limited to the dictation given him in his class periods.

Other helpful aids will occur to the advanced shorthand teacher as he accumulates experience in the training of students for technical stenographic duties.

Study Guide Aids Future Secretaries Of Automotive Industry

By WILLIAM G. SAVAGE
University of Detroit
Detroit, Michigan

Business complains that employees cannot follow or understand orders.

It does not take too much knowhow on the part of teachers to give directions that can be *understood*, but it does take a great deal of skill and practice to give an oral direction that cannot be *misunderstood*. With the learning process what it is, what we need is a greater amount of guided direction in the study habits of shorthand students.

Outside class assignments in shorthand are to contribute to the skill-building process so that the greater

portion of class time may be devoted to dictation. Therefore shorthand teachers must pay more attention to giving directed *written* instructions to students to follow once they leave the classroom and are on their own. If learning is to be really meaningful, then it must have guided direction of a type that cannot be misunderstood.

The basic study guide which follows was prepared to guide students in their outside class assignments. It is an example of what has been used at the University of

"... schools are failing to put enough emphasis upon the importance of following directions."

Detroit to aid students in their first-year shorthand. It is also a technique used at the University to gear shorthand instructional procedures to the demands of the employers in the automotive industry.

Study Directions

"(1) Each letter of every assignment is to be read over until you can read it without stumbling over any of the words. Try to build up a very fast reading rate. Become particularly time conscious of all of your activities in shorthand. If your reading rate is slow, it generally follows that your dictation rate will be low. Now if you want to be a fast shorthand writer, you must be a rapid shorthand reader. You just cannot read too much well-written shorthand from your shorthand plates. As you read, *spell out* all the words and *spell outloud* to yourself.

"(2) After you have thoroughly mastered the reading of each assignment (in some cases this may mean reading an assignment three or four times—in some instances even more times), then proceed to copy the shorthand plates in your text once. As you copy, pay particular attention to the meaning of the context. Do not try to hurry through your writing just to get the job done so that you will have something to turn in to your instructor. If you follow this procedure, you are only wasting your time. You might better turn on your favorite television show and at least get some enjoyment out of the time otherwise wasted. Write neatly and legibly. You must write notes that you will be able to read back. After you have copied the shorthand plates, look over your written notes and see if you can read them back.

"(3) *Vocabulary, Brief Forms, and Theory Exercises:* In these exercises you are to write one line of each shorthand outline in your shorthand homework notebook. The first time that you write an outline, write it slowly; and then gradually try to force your speed of writing on each succeeding try. Strive for fluency and proportion in your writing. When you have finished writing one line of each outline, go back and use each outline that you have written in a short sentence written in shorthand. When you have finished using each outline in a sentence, go back and read over the sentences you have written. Remember to spell out each time you read. You must accustom yourself to hearing the sounds that you will be writing.

"(4) Each day from the daily assignment select five phrases for particular study. Write out each of these phrases and use them in sentences. Follow the same procedure as you did in No. 3 above. Do not be afraid to write out these phrases more than the specified number of times if you honestly think you need the practice. The test of whether you know these phrases will show up in

the number of times you write them in your dictation.

"(5) *Daily Home Work Assignments:* Home work assignments will be called for from time to time. If an assignment is not ready the day it is called for, you receive no credit, regardless of how many times you may have been prepared in the past. In the business world we cannot expect to live on our past performances. We must all learn to be punctual and dutiful in the execution of our work. The good habits and traits we practice in the classroom will show up on the job and vice versa.

"(6) All assignments are to be dated at the bottom of your shorthand notebooks in the left-hand corner. Your name will appear in the lower right-hand corner. Work will be arranged from the lowest to the highest unit. All pages of each assignment will be clipped together with a paper clip or its equivalent. In the classroom, as in business, we must have organization. Organization leads to efficiency; efficiency leads to profits. Profits lead to salaries which in turn lead to your livelihood.

While the resulting improvements in the quality of the students' work and attitudes have not been overwhelming, they have at least been encouraging enough to continue these study guides. They are an aid in economizing time and increasing efficiency in the skill-building process and in giving training in the art of following directions. It should be borne in mind that modifications in the study pointers will have to be made from time to time and that revisions are necessary as students progress from one skill level to another.

Some shorthand teachers may question the methodology employed here; however, it is felt that the methodology which is best produces the best results in a given situation. Regardless of what techniques are used in teaching, the point to be emphasized is that a teacher cannot afford to miss the benefits which accrue from written study guides.

Some teachers may hesitate to try written study guides in their classes because of the little extra time involved in sitting down to put concrete thoughts on paper. Others will probably say that students must begin to learn to follow oral directions as these are the type of directions they will be meeting up with in the business world. This argument might hold for the short oral direction, but the trend in business communications today seems to be toward the written rather than the spoken direction.

Research studies which have been made in business show that one of the most frequent complaints of business is that employees cannot follow or understand instructions. Educational psychologists teach that we should start from where learners are, and we know that learners experience difficulty in following oral directions. Then the written direction is a step forward in integrating basic training and practice in the classroom laboratory of learning how to follow instructions.

"The inexperienced stenographer should continue to study regularly and systematically."

Legal Secretary Has Endless Variety of Work

The demand for legal secretaries in many communities is increasing constantly.

By RITA C. REIMER
Salt Lake City, Utah

The demand for legal secretaries is constantly increasing, and a capable, experienced legal secretary seldom has difficulty in obtaining a good position, even in years of depression and unemployment. An intelligent person who takes his work seriously will find an unlimited scope for his talents in legal work.

Besides the remuneration angle, there are many other reasons why a student might look to the legal field in choosing a position. A novice is apt to consider legal work as dull and uninteresting. This is far from true, for law is one of the most fascinating and exciting of professions. No two cases are alike. There are different problems and personalities involved, different motives of action, different situations and details. A great many cases outrival the most brilliant novels or plays in action, humor and dramatic climaxes. While much of the work must necessarily be routine and ordinary, each new client brings some fresh experience for the legal stenographer or secretary to feel and put down on paper. Work in a law office is everchanging and colorful.

Long Apprenticeship

It is only after a long and thorough apprenticeship that a stenographer is likely to rise to an executive position in a law office. The young lawyer on his first job with a big firm runs errands, looks up case records and does much routine work. He does these things willingly, motivated by his desire to become an outstanding attorney. So, too, must the inexperienced legal stenographer expect to do chores which she may at times consider humdrum and unnecessarily tedious. She will probably be tested first by being requested to fill in legal forms and documents on the typewriter, to make additional copies of exhibits and schedules to be attached to legal documents, and to write form letters, until she becomes thoroughly familiar with the particular way in which things are done in that office.

If intelligent, the secretary will think as she typewrites and get the most out of the new phraseology, familiarize herself with the shorthand outlines for these new words. Regardless of education, a legal stenographer must go through a period of training before she is of much value to her employers.

The prospective legal secretary should have some idea



Photo Courtesy of McGraw-Hill Company

The legal secretary must serve a long apprenticeship before he rises to an executive position. He will probably be tested first by being requested to fill in legal forms and documents. Here a secretary is preparing a mortgage.

of the types of legal work that may be encountered in the various law offices. Much of this information may be provided in the schools through legal dictation similar to that found in the different types of law offices.

General Counsel's Office

Large commercial corporations often have their own departmental staff of salaried lawyers, legal secretaries, filing clerks, and stenographers. The general counsel of such a corporation is the attorney responsible for this entire section. The dictation in his department would include the handling of small claims, collections, accident cases, firm contracts, and the untangling of tax problems which arise. The legal departments of some corporations take care of the major problems, with outside law firms assisting only in very complex cases.

Small Staff Operates Criminal Law Offices

Firms that specialize in criminal law are rather small. Although criminal lawyers maintain only a small staff of attorneys, they are assisted by secretaries, stenographers and filing clerks. They also employ investigators who do most of the "leg work" and gather information to be used in the trials of court cases.

"Long apprenticeship precedes advancement."

A good criminal lawyer can soon build a fine practice, due in part to the publicity given to crime stories in our present-day newspapers. His name is constantly before the public, and, although attorneys are barred by the Canons of Ethics from advertising in any manner, this is the best of publicity for him.

Naturally, a legal secretary or stenographer in an office that specializes in criminal law will find the work most exciting. Dictation taken from actual court trials and from daily newspapers concerning criminal acts will be very beneficial. Although this type of court trial is strenuous, a potential secretary for a criminal lawyer would find it helpful to "sit in" on criminal trials and take the testimony in shorthand.

Tax Law Changes Constantly

Tax law is one of the most difficult encountered in the legal profession. Internal Revenue laws are constantly changing, and it is part of the duty of the stenographer or secretary in such an office to keep posted on the amendments and changes in ruling handed down by the Treasury Department. Dictation practice on these amendments and changes is excellent.

The attorney who is an expert on tax law is constantly in demand by large corporations, which hope to find "loopholes" in the laws imposing heavy taxation on their earnings. Therefore, minute attention must be paid to punctuation in transcribing shorthand notes, because the misplacement of a comma may cause an entirely different meaning from that intended by the dictator and result in the loss of thousands of dollars in the final interpretation of a clause. Considerable accuracy is needed in recording figures and statistics during the dictation. Schools should include this in their legal dictation.

Probate Law Demands Expert Typist

Dictation which pertains to the law of probate deals with estates of deceased persons, adoption proceedings, drawing of wills and guardianships. The secretary who is an expert typist will be in demand in such a law office in connection with the transcribing of wills and codicils, as no erasures are allowed in testaments. Punctuation must also be very accurate. In preparing state and federal estate tax returns, one with a knowledge of accounting, in addition to stenographic dictation and transcription skills, is needed. Firms that specialize in probate law administer trusts under wills and handle the jurisdiction of incompetents.

Negligence Cases Major Portion of Business

Both large and small law firms handle negligence cases at some time. This type of work is the most prevalent and constitutes a major portion of the business of many law firms. With the large number of people who travel

by train and plane, and those who own automobiles or ride as passengers in them, it is not surprising that almost everyone becomes involved in litigation arising from accidents at one time or another.

A great deal of "paper work" is entailed in negligence actions. The dictation and the transcription are varied, however. A complaint must be prepared for the plaintiff (the party instituting the suit) and answered within a definite period by the defendant. Intervening papers are usually filed, requesting answers to specific questions, motion papers are drawn, subpoenas are issued and served, and notices of trials are prepared before the case eventually comes to trial in court.

An attorney dealing in negligence actions must necessarily be an expert trial lawyer. Many times the verdict is considered unfair by either party, and the case is appealed to a higher court. In this event, briefs must be composed and filed, setting forth the facts of the case according to the appellant's version and the appellee's contentions. Arguments are stated, giving the points of fact and law, with citations from similar cases and references supporting each conclusion. The legal secretary will find that the preparation of a brief is an art in itself. Most briefs are submitted to the court or judge in printed form; however, the initial work is frequently dictated, at least in part, to the secretary.

Real Estate Law and Insurance

Real estate law and insurance is another branch of the law with which many people become acquainted through the purchase of homes and transfer of properties. Although title companies handle the bulk of the business engendered through sales of real estate, the dictation given by many lawyers will include such areas as making title searches, drawing mortgages, contracts, installment notes and chattel trusts. The legal secretary must become familiar with the numerous printed forms which she is expected to fill out in culminating these transactions. She should also be acquainted with the form required for transcribing leases, bills of sale, partnership agreements, deeds and other similar documents. This type of legal dictation may not be as romantic as others, but it is a necessary function of the law.

Insurance and insurance agreements play a large part in real estate law. The skilled legal secretary or stenographer has a broad understanding of the various kinds of insurance, such as life insurance policies (which include ordinary or straight life, term and endowment policies), fire, accident, health, credit, fidelity, surety and title insurance—to name but a few.

Admiralty law is limited to maritime cases dealing with the jurisdiction of the seas. Dictation includes problems encountered through shipping, either of passengers or freight. Legal secretaries in these firms (which

"The preparation of a brief is an art in itself."

are usually composed of from two to four partners) must become thoroughly familiar with the rulings of the United States Maritime Commission and keep abreast of the decisions handed down by the admiralty courts. The shorthand teacher should have on hand some of these decisions to be used for dictation.

Corporate Law

Not all corporate law firms can be classified as "law factories." Some of them are composed of no more than six or eight partners and sometimes only two or four. They are not operated on the same scale as the more important larger corporation law firms, but their functions are in most respects quite similar. The dictation would concern reorganizations of bankrupt companies, preparation of new stock or bond issues through underwriters, correspondence on clients they represent such as manufacturers, bankers and retail merchants. Corporate lawyers perform a multitude of small services which the larger firms would turn down.

Because of the varied nature of the firm's business, secretaries in these establishments must always be mentally alert and equipped with a high degree of shorthand skill.

General Practice Does Not Specialize

A large percentage of lawyers are engaged in general practice. That is, they do not specialize in any one branch of the law, but are well versed in legal matters as a whole, just as the doctor who is a general practitioner must detect and heal a multitude of diseases. Besides handling matters mentioned in the other phases of legal work, the secretary might also take dictation involving landlord and tenant suits, collection of debts, police court cases, workmen's compensation claims and a host of others.

Legal secretaries who are employed by firms dealing in divorce actions should have a mature point of view and be able to encounter the more sordid aspects of life without flinching. They must now be able to take a purely impersonal view concerning the matters that come to their attention.

Small Law Office Good Starting Point

Importance in the field of law does not always depend upon the size of the firm. Some of the most influential legal partnerships consist of only two men.

The erstwhile student who applies for her first position as a legal stenographer should consider seriously the advantages offered in a small law office. The pace set in a very large firm is too rigorous for the beginner to sustain, as a rule, although the experience gained is very beneficial. In the small office with a staff of from ten to

twenty persons, she should be responsible for dictation to two or three persons at the most. She could seek advice from other stenographers or secretaries when in doubt as to procedure, without annoying the immediate superior with endless questions. The beginner could generally put into practice the useful knowledge gained at school.

Large Law Firm Lucrative Business

The bulk of the really lucrative law business of the United States is probably transacted by no more than 300 metropolitan law firms. Many of these firms are extremely large and may include as many as fifty to seventy-five partners and associates. They also employ a small army of salaried employees—stenographers, typists, secretaries, bookkeepers, clerks and investigators. In special instances, certified public accountants, engineers, tax experts, investment consultants, lobbyists and general research specialists are engaged. The big firms in Boston, New York, Chicago and elsewhere occupy as much office space as a good-sized corporation.

In the office and in each department, the lawyers work in what are known as teams, each usually including at least one partner. Teams may be composed of from two to six men, depending on the office, but the average seems to be three. Sometimes the smaller teams combine to form larger teams if certain involved actions are being handled, such as new stock issues connected with a major corporation or nation-wide telephone systems, for the amount of work involved is substantial.

The big firms usually have no specialty, but are as inclusive as department stores, avoiding, however, any contact with criminal law and retaining outside firms when special problems are involved. If a respectable client becomes entangled in criminal proceedings, his regular firm retains a criminal lawyer.

The broad departmental divisions in which the lawyers operate are general practice, litigation, trust and probate, real estate and taxation. There are, of course, subdivisions under these headings. One or two lawyers may spend all their time writing briefs; another may be an authority on Constitutional questions and answerable for nothing else; and one or two others may confine their talents exclusively to pleading, income tax law, Interstate Commerce Commission rulings, and Federal Trade Commission actions. About half the force is found in the general practice group, although the percentage may vary from office to office, depending upon the degree of specialization.

It can be seen that there is an endless variety of legal work from which to choose in electing to become a legal secretary. Luck may play a part in the first position a person obtains, but after that, her choice should depend upon her own qualifications, temperament and desires.

"The letter from a physician should express his professional standing."

Medical Dictation a Highly Specialized Area

Fear of medical terminology is dominant reason for lack of secretaries in this field.

By CELIA A. DALTON
Birmingham, Alabama

The duties of the medical secretary are determined largely by the specialty of the doctor for whom she works. Specialists in the medical field will, of course, determine the nature of the dictation. These specialists are differentiated according to the part of the body treated, the kind of disease treated or the type of work performed.

Many students fear that they will not be able to master medical terminology in shorthand dictation and transcription. This is perhaps the dominant reason for the relatively open field in this profession. Medical terms are drawn from about a hundred languages, but the student will find that the great majority of terms are taken from Greek and Latin. Some understanding of the most-used words, prefixes and suffixes will give the potential medical secretary a new point of view.

With a little directed study it will be found that the long and formidable medical terms are simply a combination of different words that describe parts of the body function, or a process, and that these words occur frequently in various combinations. A person who knows the meaning of the most frequently-used words will soon learn to analyze medical concepts into component parts and find that they are thus easily understood and remembered. Moreover, if the employer specializes in a particular field, the number of basic terms are limited and the secretary should have no difficulty in familiarizing herself with these in a short time.

The great obstacle for the medical secretary is the fact that in taking dictation she frequently writes the terms phonetically without knowing how they are spelled. Because of this the secretary may not be able to find the word in the dictionary. The Greek letter *rho*, for instance, is pronounced *r* in English, but spelled *rh*, as in *rheumatism*. If a word or syllable phonetically spelled with an *r* followed by a vowel cannot be found under that letter, it should then be looked up under the *rh* classification.

Medical terminology can be mastered. However, concerted effort on the part of the teacher and the student is needed.

Duties of Medical Secretaries

A study conducted by Markwick¹ indicated that 538 physicians located in forty-five states and the District of Columbia expected their medical secretaries to perform certain duties which involve shorthand.

Over 75 per cent of the physicians indicated that their secretaries take dictation of letters and transcribe from shorthand notes. Between 50 and 75 per cent stated that the dictation included patients' histories, reports to insurance companies, and reports to social agencies. To a lesser degree—between 25 and 50 per cent—dictation is given on articles and speeches. Less than 25 per cent of the physicians dictate minutes, autopsy protocols and reports on research.

Related duties connected with correspondence included care for incoming mail, noting information on letters, composing letters, operating follow-up file, planning follow-up collection systems, transcribing from dictating machines, and making abstracts of letters, articles, and reports.

It was found that medical secretaries in the larger cities are called upon to do almost the same duties as those in smaller communities but that doctors in the larger communities entrust to their secretaries more work of a personal and confidential nature.

Case Histories Are Essential Duty

In most medical offices the typewriting or transcribing from shorthand notes of case histories of patients is not only an essential duty of the medical secretary, but one that requires considerable time and a great deal of accuracy.

Although records of patients have been found among the earliest writings of India and Egypt, it has only been in later years that any attempt was made to keep case histories in any systematic way. Research and experimentation have indicated that patients' histories are really important. Every up-to-date hospital has a library where only the patients' records are kept. The library, in charge of a record librarian, usually has an extensive

¹Evangeline Markwick, *Training Medical Secretaries in Junior Colleges*. New London, N. H.: Colby Junior College, 1944, pp. 30-31.

index and cross-index system. The primary value of these records lies in the use of them while the doctor is treating the patient. However, the records are also used by the physician if the patient returns for treatment after a lapse of many years. Many of the cases are subjected to statistical analysis. The data may be used for evaluating a certain type of treatment, as a basis for preparing books, articles and lectures, in court to uphold the rights of the doctor or to substantiate the claim of a patient.

When a doctor sees a patient for the first time, he obtains from him all the information necessary for diagnosing the case, prescribing treatment, and forming an opinion as to chances for recovery. On further visits the progress of the patient is recorded and when the patient is discharged, the date of discharge and his degree of improvement are noted. The above, in general, comprises the patient's history.

As a rule the doctor takes the patient's history, but in busy offices the medical secretary may have this task. A medical secretary, if she is the one to take down the above information, should be emotionally stable. There are several cases on record of medical secretaries who have had nervous breakdowns because they would connect the symptoms that they heard the patient tell the doctor to some of their own aches.

Types of General Correspondence

A doctor's mail is usually heavy. It generally falls into two categories—professional and business correspondence. In addition, the mail frequently includes announcements of medical meetings, lectures, books published, appeals for charity, pamphlets and periodicals, advertising of all kinds and samples of medicines and drugs.

Most doctors open all first-class mail themselves, leaving it to the secretary to open the second-class mail and printed matters. Some of the first-class mail is answered by the doctor personally; however, the bulk of it is dictated to the secretary.

In transcribing the dictation, the secretary must keep in mind that a letter from a physician expresses his professional standing by its appearance as well as by its content. The letter should be neat and properly spaced, giving evidence of a professional office. Some doctors do not permit a letter to be sent out if it shows any erasures.

In private practice most doctors have their letters transcribed on their own professional stationery which has their name engraved or printed in the center. The doctor who is connected with a hospital, university, or research organization—instead of having a private practice—uses that organization's letterhead when writing

on matters pertaining to the organization. This stationery usually includes his name and official title at the left-hand corner in addition to the name of the organization identified.

All terms used in the letters transcribed are checked carefully for spelling. If necessary, all letters are read back, even aloud, before giving them to the doctor for his signature. Certainly all medical data is verified before sending out the letter.

Professional Affiliations

The dictation of many medical secretaries is complicated by the number of medical societies to which their doctors belong. Most physicians are members of one or more of these medical societies. If the doctor is very active, some of the dictation may center around these items: publishing a medical journal or writing articles for one or more of the journals; advising the government on legislation concerning medical matters; examining patent medicines and medical instruments to ascertain whether they measure up to the claims made for them by the manufacturers, and writing up the doctor's opinion; and, in general, furthering the interests of the medical profession.

In addition to the American Medical Association, the doctor usually belongs to the medical society of his own state and that of the local county, if there is one. These societies are mostly concerned with local conditions and problems as they affect medical practice. Membership in other societies include those physicians who practice the same specialty or have other interests in common. These groups may be national or local.

Each of the national societies usually has an annual meeting, held in a different city every year and lasting several days. At these meetings scientific papers are presented by physicians from all parts of the country. A local society usually has a meeting once a month, during the winter, where papers are read by local doctors. A secretary to an active member in any of these societies will probably have several papers to type from dictation.

Hippocratic Oath Applies to Secretaries

The medical practice is governed by medical ethics, a code of rules and customs to which all physicians are expected to observe. The Hippocratic oath—named for Hippocrates, a Greek physician of the fifth century, B. C.—is the background for this code. This oath is taken by every physician upon receiving his medical degree. He, in turn, follows this oath in his practice and in his correspondence. The secretary who transcribes his dictation must also observe strict secrecy regarding all matters pertaining to patients. The transcription of the physician's dictation is one of her sacred privileges.

Shorthand Behind the Impressive Scene Of Steel Making

Shorthand preparation right on the job: a unique experiment among the steel companies.

By MARY STELLA
Pennsylvania State College
State College, Pennsylvania

The steel industry is a man's field of endeavor. But even the steel industry with its giant plants located in various parts of the United States has to have women secretaries to "man the office" behind the impressive scene of steel making.

Where does the steel industry secure its secretaries and how are they selected? What type of testing is administered after the interview? Do the results of the tests affect placement in specific positions? Is there a training program so that the new employees may become acquainted with steel terminology and steel policies, as well as improving their shorthand? How does promotion among the stenographers take place in the steel industry?

The above questions and many more were answered recently by personally contacting major steel companies in the steel area of Pittsburgh, Pennsylvania. These particular steel companies were carefully chosen so that a cross section of data could be obtained.

Recruitment of Stenographers for the Steel Industry

Stenographers are recruited for the steel companies through various means—personal application, commercial agencies, schools, former and immediate employees and newspaper advertising. One company indicated emphatically that it had made a careful study over a period of several years and found that newspaper advertising had provided it with its best secretaries. Another company preferred those recommended by the schools in the area.

A four-year college graduate is highly desirable in the steel industry, but the Pittsburgh steel area absorbs more high-school secretarial graduates with at least a year's additional preparation. It was pointed out, however, that a college graduate usually is more mature and has the initiative to make decisions. Oftentimes, it was found that a college graduate, because of her training, was not entirely satisfied to be placed in a "secretarial

pool" until the time that an opportunity presented itself for promotion. Through her college experience, the college graduate perhaps has definite ideas about what she would like to do. However, all companies voiced the same reaction that they would like to employ more college graduates as secretaries.

Secretaries Are Screened

All secretarial help is screened through a personal interview and a test. While there is no set pattern for testing, there is agreement that testing shorthand and typewriting skills is necessary. Each of the companies involved has devised its own method of testing the skills of the potential employees in the secretarial division.

One of the companies has a person in charge of testing. In shorthand, material is dictated in graduated speed beginning at sixty words a minute and ending with 120 words a minutes. In turn, an applicant transcribes as much of this material as she can with an accuracy percentage ranging from 95 to 100 per cent. This transcription is not timed nor is it highly technical. Anyone who, with the accuracy range quoted above, transcribes the material dictated between 112 and 120 words a minute is given an "A" rating; between 100 and 112 words a minute a "B" rating; from 100 to 75 words a minute either a "C" or "C—" rating; and from 75 to 70 words a minute a "D" rating. In typewriting, a ten-minute writing from straight copy is given. A standardized clerical test is also included in the testing period which varies from one and one-half hours to two hours a person.

A second company has no testing at the time of the interview. Through a carefully planned personal interview, an applicant may be chosen for the type of work in which she is interested. For example, she may be applying for a stenographic position; if selected upon the strength of her interview and application, she is referred to the supervisor of the stenographic division.

"All companies would like more college graduates as secretaries."

The supervisor of the stenographic division then administers a test that is individualized to the applicant's work. Usually the supervisor is responsible for making up the test. This method of departmental or divisional testing has been satisfactory. Again, the range of shorthand dictation is from 60 to 120 words a minute; the accepted minimum rate of speed for secretaries in shorthand is 90 words a minute and in typewriting it is 50 words a minute. The applicant is not tested on technical material.

Another company tests only the applicant's stenographic skill. It also is a non-technical test, given merely to verify the applicant's knowledge of her speed in shorthand and typewriting. This company, too, chooses for the secretarial division only those girls whose minimum rate of speed in shorthand is 90 words a minute and in typewriting is 50 words a minute. No other form of testing is done; much reliability is placed on the individual's accomplishments and her education.

On the whole, according to the companies interviewed, testing does have an effect in placing certain girls in particular positions. An excellent typist but weak in shorthand may be placed in the machine transcribing division; an excellent typist, good in accounting, but weak in shorthand may be placed in the accounting division. One who aspires to become a "steel secretary" must be *good* in shorthand and typewriting (the accepted customary minimum rates for all those interviewed were 90 words a minute in shorthand and 50 words a minute in typewriting); in addition, she must know the fundamentals in English grammar, must know how to punctuate and must know how to spell fairly accurately.

On-the-job Preparation

None of the three companies described above has a program through which a new employee becomes familiar with steel terminology, policies and procedures. She "learns" while on the job.

However, the fourth largest producer in the steel industry, and one of Pittsburgh's very own steel companies, believes in learning shorthand right on the job: a unique experiment among the steel companies contacted.

Just as this corporation in 1860 pioneered the cold rolling of steel after one of its employees saw the bright polish on his tongs when they had accidentally been pulled through a hand-operated rolling mill, so they have introduced a new approach in preparing stenographers. A refresher course in shorthand is the result of the idea of the Assistant Director of Personnel Relations, who is enthusiastic over the success and popularity of his shorthand course. He is well qualified to pioneer such a course as a result of the practical experience he has re-

ceived in industry, where he has been instrumental in organizing teaching programs for many other companies.

In September 1950, when the corporation was unable to obtain enough girls for its stenographic and secretarial needs, the Assistant Director of Personnel Relations decided to initiate a 32-hour course in teaching shorthand. The Personnel Assistant, who had similar experience and preparation while in the Armed Services, is the instructor. All concerned were most cooperative, and the first announcement of the course was made through the various department heads. Anyone interested and willing to take the course outside of the company's working hours could apply. No one is given preference; usually, the first fifteen applicants for the course are accepted. All equipment needed to carry on the proper functioning of the class belongs to the company. Classes are held once a week for two hours on Thursday evenings.

Stenographic Promotion in the Steel Industry

Promotion in the steel industry seems to follow a particular pattern. Strongly emphasized by all, promotion in the secretarial ranks of the steel industry takes place from within. However, there are times when an executive position is filled from the outside. In one company a supervisor for a secretarial division was chosen immediately upon application. She was a former high-school business teacher with office experience. She knew nothing of the routine of the steel office, but she had poise, maturity, personality, good training and experience—her total make-up at once commanded respect and confidence. Today, she is a very valuable employee. In order to familiarize herself with the steel industry, she studied on her own and also enrolled for evening courses in a near-by university.

Job classification determines promotional status. Steel companies are reluctant to place a new employee in positions of responsibility. They attempt to "guide" a new person through a probationary period. During that period, the employee and employer have an opportunity to "study" each other. The employee decides whether she "likes" to stay in the steel industry, and the employer decides whether the employee in time could be groomed for a higher post.

Who, then, from the secretarial ranks become "groomed" for higher positions? The companies reveal that those who are promoted have more or less indicated that the steel industry is a "career" for them. They possess highly developed skills in shorthand, typewriting and the correct and proper use of English; they have good personal and business traits, have familiarity with policies and procedures of the company, and a sense of pride in their work with the steel industry.

Refresher Shorthand Course Aids Inexperienced Stenographers

The on-the-job requirements are frequently beyond the capacities of the inexperienced stenographer.

By JUNE E. AYERS
Board of Governors, Federal Reserve System
Washington, D. C.

Because of the persistent shortage of stenographers, the high school graduate with stenographic preparation, but no experience, is becoming more and more in demand. Usually, the inexperienced stenographer should be assigned only the most routine and simple tasks. From the point of view of the employer this is a rather unsatisfactory solution, as many of the existing vacancies in the stenographic field are not made up of simple and routine assignments. The on-the-job requirements are frequently beyond the capacities of the inexperienced stenographer. This can have a negative psychological effect, causing her to develop feelings of inadequacy and insecurity.

Even though excellent guidance and education may be received in schools, the high-school graduate soon becomes a business freshman with much to be learned. The personnel office must take the recruit and provide specialized on-the-job training. In reality this is a follow-up of guidance—a continuation of the guidance and education given in the secondary schools.

Stenographers make up a large group of the inexperienced workers employed by the Board of Governors of the Federal Reserve System. A training program in shorthand is needed for these employees, not only to assist them in making the proper adjustment in their jobs, but also to help them measure up to the high standards of work performance set for Board employees.

In response to a need of stenographers and a policy developed by the Board of Governors of the Federal Reserve System, a refresher course in shorthand was planned. In developing the outline for this course it was necessary to keep in mind that allowance should be made for some flexibility. At the same time it seemed better to work out some definite plan that generally could be followed. Therefore, daily lessons were devised that could be adjusted at the discretion of the instructor, depending upon the progress of the class.

The lesson plans cover forty class periods of one hour each. The number of weeks required to complete the refresher course will depend, of course, upon the number

of class meetings each week. In order to derive the greatest benefits, the class should meet at least three times each week.

While the refresher course in shorthand will include primarily the recent high-school graduates who have studied the simplified method, it seemed advisable to include in the program provision for those who have studied the traditional method. Although this course is planned especially for the inexperienced stenographers, it could be offered to some present employees who would benefit by this specialized preparation which was not available at the time of their employment.

Objectives of the Refresher Course

The following general objectives were set up for our refresher course in shorthand. Many of these objectives can be adapted to similar refresher courses in other business organizations.

1. To review the theory in connection with the Gregg Shorthand System, 1929 Anniversary edition, and Gregg Shorthand System Simplified, 1949.
2. To apply the dictation material to the information concerning the Federal Reserve System.
 - a. Through complete study of information as well as the shorthand dictation and transcription in the *Federal Reserve System—Its Purposes and Functions* (Handbook).
 - b. Through selected dictated materials from such Federal Reserve publications as press releases, annual reports, addresses by members of the Board and the *Federal Reserve Bulletin*, which is published monthly by the Board. (Emphasis on transcription).
 - c. Through actual correspondence from the various divisions within the Board of Governors of the Federal Reserve System.
3. To familiarize the trainees at the Federal Reserve Board with accepted outlines for commonly-used terms.
4. To use general banking material for dictation selected from the texts and other publications.

"A program for developing stenographic skill should include a well-developed plan for evaluation."

5. To familiarize the trainees with the high standards of transcription followed by the Board of Governors of the Federal Reserve System.

In addition to the general objectives stated above, specific objectives were also established which include reconstruction of basic skills and working habits, and accuracy of English grammar, spelling, usage and punctuation. Good personal traits for a secretary were also included in objectives.

The learning period comprises a total of sixty minutes. The first fifteen minutes of the period are devoted to a review of one of the units in the shorthand text. This is followed by twenty minutes of dictating and reading back the dictation. A break of ten minutes is allowed for a general discussion on stenographic pointers. The last fifteen minutes are assigned to giving additional dictation and reading back or transcribing parts of the dictation.

Much of the dictation material is selected from speeches, releases, and articles appearing in the Federal Reserve *Bulletin*, or the Board's annual report.

On the second day the standards of the Board of Governors are clarified with regard to speed of dictation and accuracy of transcription. By means of charts and actual letters the instructor indicates the letter forms

authorized by the Board including their policies concerning the salutation and the complimentary close. Each transcribed letter during the remainder of the course must be set up according to these specifications.

Pattern Allows Variety

A pattern similar to the following is adhered to each day allowing, of course, for variety which is a vital factor in the speed-building process.

1. Review theory of one unit in the shorthand manual each day, giving dictations from the connected matter.
2. Use each day supplementary dictation materials relating to the Federal Reserve System, which have been prepared and previewed for this purpose. Words underlined in the materials for preview are used in one of two ways:
 - a. As words previewed before dictation, making the "take" more fluent for the students.
 - b. As review words after dictation—perhaps after trainees have "stumbled over" them—making them more effective.

The dictation material has been counted off at a syllabic intensity of 1.3, to be used for 60, 80, 100, and 120 word dictations or above.

3. Allow some time during each class as a brief relaxation period. Utilize this "time off" from dictation to

Announcing

FORKNER SHORTHAND

Professor Hamden L. Forkner announces the publication of FORKNER SHORTHAND, an entirely new shorthand system based upon ten years of intensive research.

FORKNER SHORTHAND is ideal for high school students, business college students and adult evening classes. Experimental classes have demonstrated that with about seventy-five hours of instruction, dictation speeds of 90 to 100 words a minute an ordinary business dictation can easily be attained. Thus in one semester of high school, about nine weeks of intensive instruction in business college classes or two evenings a week for a school year, the learner can take dictation at 90 to 100 words a minute. Transcription is carried on from the first lesson, thus theory, dictation and transcription are developed from the first.

Forkner Publishing Company
106 Morningside Drive
New York 27, New York

Please send me a copy of FORKNER SHORTHAND

Name _____

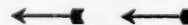
Street and Number _____

City _____ Zone _____ State _____

Enclosed is \$2.50 Bill me for the book at the above address.

The materials of FORKNER SHORTHAND are so uniquely arranged as to be almost self teaching so that anyone who knows how to teach shorthand can teach FORKNER SHORTHAND without a long period of relearning.

Send for a copy of FORKNER SHORTHAND today by merely clipping the coupon.



"Many of the high school graduates have only the barest minimum of skill in shorthand."

derive from it the greatest benefit. The length of this time may be adjusted according to the subject to be discussed. At times it may be desirable to shorten this period in order to have more time available for transcription.

- a. Discuss such things helpful to the taking of speedy, sustained dictation as good posture, type and usage of notebook, correct method of turning the page, information in the Stenographer's Manual of the Board of Governors.
- b. Discuss transcriptions from previous class periods.
4. Allow about 15 minutes of some periods for dictation to be chosen by the instructor, other than material pertaining to the Federal Reserve System.
5. If enough typewriters are available, allow time for transcription in class at least twice a week. Greater benefits will be derived from class transcription than from individual transcription outside the training room.

The teaching is done by the direct-method approach. The direct method is based upon imitation and automatization rather than rote memorization of rules. Indirect methods would prove less effective with adults, especially since they previously have studied shorthand. This course obviously is on an advanced level. The procedure provides for a systematic review and application of theory, review of high-frequency words, phrase drills, vocabulary drills, meaningful reading of plates at a high rate of speed, building of recording speed on practiced matter, development of shorthand power on new-matter dictation, requiring recall of outlines and ability to construct new words. For transcription purposes, a review should be given on the rules of English grammar, punctuation and spelling.

After each four chapters in the shorthand manual, a theory test is given using only words most useful to the work of the student. Included in this theory test are words previewed in dictations related to the Federal Reserve System.

Some homework is assigned after each lesson. This may include copying six pages of connected matter from the manual or writing in shorthand passages from the publications of the Board of Governors of the Federal Reserve System. If typewriters are not available during the learning period, transcription of materials dictated during the class period may be assigned for each day's homework. Even if there is provision for class transcription, some transcription outside of class may be assigned.

A prime objective of this course is speed building. Emphasis should be placed on fluency of writing when building speed. Although good shorthand outlines are essential to accurate transcription, time should not be wasted on perfection of outlines to the extent that speed-building suffers. The goal, therefore, will be readability of outlines for accurate transcription.

Shorthand standards of achievement involve not only the writing of shorthand from dictation but also the later transcribing of the shorthand notes on the typewriter. Moreover, it encompasses a knowledge of the meaning and the use of words as well as the spelling and the syllabication of words. The following standards are set up: (a) The ability to take and read back new material dictated at a minimum of eighty words a minute; (b) the goal for dictation of Board material is one hundred words a minute, transcribed with a high degree of accuracy; (c) corrections must be made on a letter containing errors; in some instances, perfect transcriptions are expected.

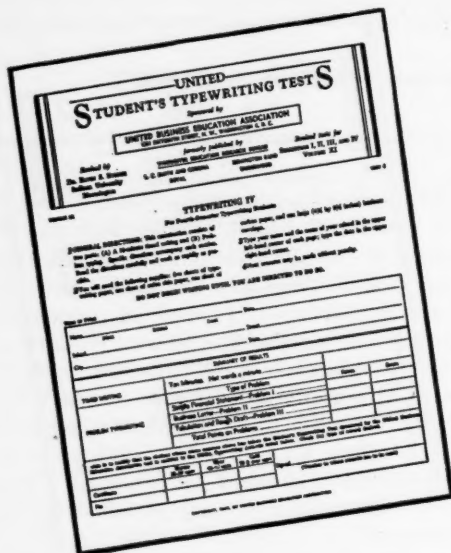
Transcription drills are aimed at the improvement of accuracy and speed. It must be remembered that the quality of notes is related to the speed of dictation; that is, as the rate of dictation increases, the quality of notes is likely to decrease. The rate of transcription, it follows, is likely to be slower. The learner should be informed of this fact while on the job. It may be a better policy for a stenographer to ask the dictator to slow down somewhat when the dictation is beyond his speed, rather than record the dictation uncertainly and then take a great deal of time in attempting to transcribe the shorthand notes accurately.

Evaluation of the Refresher Course in Shorthand

At the conclusion of a refresher course in shorthand, it is extremely important to have some definite plan for evaluation. The progress of each person should be discussed with him individually, and also with the supervisor or director of the division in which he is assigned. If he has not made satisfactory progress, an analysis of the cause should be made, together with a recommendation for either further specific preparation or, in some cases, reassignment to a position more nearly in line with his interests and skills. Every attempt should be made to include in the refresher course only those who have a real aptitude in shorthand. Even so, it is to be expected that they will not all develop at the same rate, and some may discover they are not truly interested in shorthand and would be happier in a clerical position.

In the case of the student who becomes proficient in stenography, his present assignment should be discussed with the supervisor to determine whether his shorthand skill is being utilized. If not, an earnest effort should be made to effect his transfer to a position more in line with his demonstrated abilities.

To be effective, a program for developing stenographic skill should not be an end in itself. It should include a well-developed plan for evaluation and proper placement of personnel at the completion of the course. The interviews with the learners regarding their progress and future plans present an excellent opportunity for some very helpful on-the-job guidance.



- Test I—First Semester**
 Part I. Timed Writing
 Part II. Centering Problem
 Part III. Report Writing
 Part IV. Business Letter Writing
- Test II—Second Semester**
 Part I. Timed Writing
 Part II. Business Letter
 Part III. Tabulation Problem
 Part IV. Minutes of Meeting
- Test III—Third Semester**
 Part I. Timed Writing
 Part II. Rough Draft Problem
 Part III. Centering Problem
 Part IV. Business Letter
- Test IV—Fourth Semester**
 Part I. Timed Writing
 Part II. Data Sheet
 Part III. Application Letter
 Part IV. Tabulation Problem

Tests are designed for use with any typewriting textbook.

PRICE LIST

1 package (10 tests and manual).....	\$1.00
2 packages (20 tests and manual).....	1.60
3 packages (30 tests and manual).....	2.10
4 packages (40 tests and manual).....	2.60
5 packages (50 tests and manual).....	3.00
6 packages (60 tests and manual).....	3.45
7 packages (70 tests and manual).....	3.85
8 packages (80 tests and manual).....	4.20
9 packages or more @ 50 cents a package	

Write for special quotation on quantity of 500.

Specimen set (1 copy of each test and manual)—\$1.00.

VOLUME XIII

Successful teachers of typewriting approve a testing program which reflects the requirements of the business office . . .

Students Typewriting Tests are made to order!

Students Typewriting Tests measure standards of attainment which place emphasis on marketable productivity rather than certain accomplishments of speed goals. These tests incorporate the expressed preferences of typewriting teachers and businessmen.

Students Typewriting Tests may be used for diagnostic purposes after they have been used to measure the results of teaching in terms of productive ability. Material is included for both straight-copy tests and production tests. These tests have been administered to thousands of students throughout the United States.

Students Typewriting Tests provide for motivation in the classroom through a controlled plan of awards. Both award pins and certificates are available.

Students Typewriting Tests are the result of experimentation and revision by specialists in business education. Early volumes were planned and revised by F. G. Nichols. Revision of Volume X was prepared by Thelma Potter Boynton and a special committee appointed by the National Council for Business Education. The current revisions were prepared by Theta Chapter (Indiana University) of Delta Pi Epsilon, and were directed by Elvin S. Eyster, Indiana University, Bloomington; Irol Whitmore Balsley, University of Utah, Salt Lake City; and Howard Lundquest, Kansas State Teachers College, Pittsburg. It is the policy of the sponsor of these tests to conduct a continuous program of research and make revisions as deemed advisable.

A manual for teachers which includes complete instructions for administering, interpreting, and scoring the tests is included with each order.

STUDENTS TYPEWRITING TESTS

A non-profit service of United Business Education Association

To: United Business Education Association, 1201 Sixteenth St., N. W., Washington 6, D. C.

Please enter my order for Student's Typewriting Tests as follows. I enclose \$..... in payment.

..... packages of Test I
 packages of Test II
 packages of Test III
 packages of Test IV
 specimen sets

Students Typewriting Tests are packaged and sold only in multiples of 10 copies of same test. Because the tests are sold on a low-cost basis we must require remittance with order or official Board of Education or school order forms.

Name and Title.....
 School or Organization.....
 Address.....City & State.....

United Service is a continuous department of the BUSINESS EDUCATION (UBEA) FORUM. Members are urged to share their experiences with our readers. The most acceptable lengths for articles are one thousand or one thousand five hundred words. Manuscripts should be mailed to the editor or associate editor of the appropriate service.

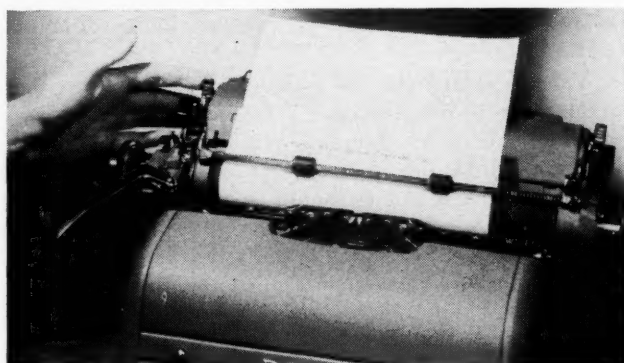
UNITED SERVICES

—SHORTHAND

DOROTHY H. VEON, *Editor*
MINA H. JOHNSON, *Associate Editor*

BUILDING TRANSCRIPTION SKILL*

Contributed by Stella Willins, Manager, School Department, Royal Typewriter Co., New York City



Speedy shorthand transcription requires proficiency in the use of all typewriter controls. The teacher needs to check students' ability to use controls automatically—with facility and speed—during transcription. The picture shows the left margin being set correctly.

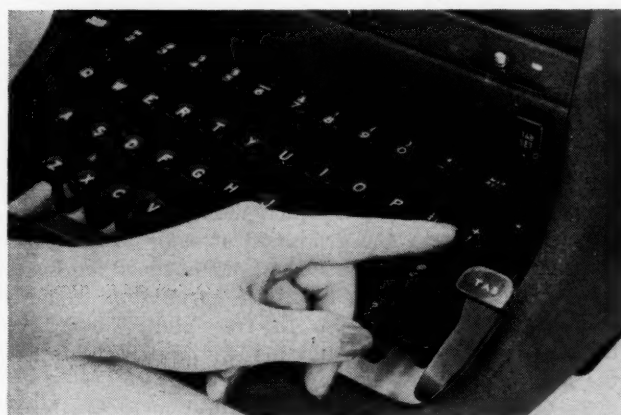
A teacher tries to keep his sights and the sights of his students on the ultimate and primary goal of the stenographer on the job—the finished, mailable typewritten transcript—on this the stenographer will be judged.

Certainly there are many individual skills to be developed and coordinated before such a goal is achieved. Shorthand theory needs to be mastered. Notes are to be written and read with facility. The typewriter must be operated with dexterity, fluency, and accuracy with full understanding of the function and automatic use of each control. Corrections need to be done neatly, cleverly, with minimum time wasted. Carbon paper is to be handled with complete familiarity. "Know-how" should be developed in such matters as proofreading and quickly catching the misspelled word, the letter or word trans-

position and omissions. The office desk is well organized, with stationery, carbons and eraser instantly accessible. The dictionary and other reference books are to be used with self-discipline, an "unwritten commandment." These are the major factors which constitute the "whole" stenographer in the basic skills essential on the job.

After observing both student transcribers and new stenographers in business offices, one finds that, as a rule, these people have had a fairly solid foundation in the techniques and the devices currently being used in schools to prepare stenographers and typists. They seem to write their shorthand with adequate skill and speed. Their typewriting techniques appear satisfactory. They are "at home" in the use of carbon papers and in setting up letters or forms. Why then—and this is only too true of newly placed graduates—is there so much hesitation, so much delay, so many inaccuracies in the transcription?

(Continued on page 37)



Typewriter keys should be located and struck by touch, without looking up. Continuity and speed of transcription are lost when the transcriber lifts his eyes to find a key. The picture shows a special symbol key for which the typist frequently must hunt.

*Copyrighted 1952, Royal Typewriter Company, Inc.

UNITED SERVICES

TYPEWRITING

JOHN L. ROWE, Editor
DOROTHY TRAVIS, Associate Editor

TYPEWRITING IN A WORK-INSPIRING ENVIRONMENT

Contributed by Eugenia Moseley, George Peabody College for Teachers, Nashville, Tennessee

"Setting the stage" for learning to typewrite involves far more than providing the learner with a typewriter, a textbook and a teacher. Attention must be given to creating a comfortable, healthful, work-inspiring environment. Contributing factors toward such a goal may be found in well-equipped typewriting stations, easily accessible supplementary work areas, comfortable visual environment and a total picture of cheerful surroundings. Students no longer need be subjected to the drabness of the traditional typewriting room; theirs is the day of modernization and the cheer that accompanies color and comfort.

The basis for the following discussion stems from this question: What physical improvements need we make in our classrooms to invite purposeful activity and to encourage students to learn with a zeal for mastery?

Entering into the considerations of this question should be the size of the school for which the typewriting room functions. For the purpose of this discussion, the high schools are classified arbitrarily as follows:

Small high school: Up to 300 pupils

Medium-size high school: 301-700 pupils

Large high school: Over 700 pupils

Suggestions for typewriting equipment and layout for each school of these three sizes are based on the assumption that unlimited funds are available.

Lighting and Color Important

Proper illumination and the color of classroom walls and furniture have an important role to play in producing a comfortable visual environment.

There is agreement among authorities on school lighting that selection of color, materials and finishes has much to do in achieving comfort. An interesting recommendation is that "the gradation of color in the classroom should be similar to that of the outdoor landscape where the grass or the immediate foreground has roughly ten per cent reflection factor, the trees and lower horizon perhaps twenty per cent and the sky being brightest in the field of vision."¹

Such colors as bone white, sudan grey or eggshell may be safely chosen for ceiling colors with reflective proper-

ties of at least 80 per cent. Grey-greens, blue-greens and soft greens are among the colors representing the wise choices for the walls. Where location of the room permits, warmer colors such as peach, apricot or coral may be considered for at least three walls with a somewhat lighter tone on the window wall. Included in the wall treatment of color should be the chalkboard; the manner in which it fits into the color scheme is of great importance.

The emphasis on the choice of color for satisfactory light reflection should not minimize the value of the most desirable facilities for artificial lighting. Authorities recommend that the minimum of fifty-foot candles be maintained for the typewriting room.² Fluorescent lighting has become widely accepted for classroom lighting because of its excellence in providing a light source for attaining high intensities of well-distributed illumination.

Various means may be employed to control the daylight entering the classroom. Two satisfactory types of window shields are venetian blinds and fabric shades. Venetian blinds should be of light colors to increase light reflection; fabric shades should be of highly transparent material of a color to harmonize with the walls. The multiple roller type which permits independent shading of the upper and lower portion of the windows are by far the most desirable.

Opinions Differ on Kinds of Typewriters for Basic Equipment

Foremost as basic equipment in any size high school is the typewriter. The problem common to many business teachers and school administrators is the choice of makes of standard typewriters and the extent to which a variety should be used. Opinions of business educators differ so widely that no pattern as yet has been established. Here is one plan which seems to meet student requirements.

The plan is to supplement the group of uniform make typewriters by at least one model each of the other standard makes. This will provide a varied class experience to give students the sense of assurance they deserve. While it is recognized that the transfer of learning from one make to another is a fairly simple achievement, this transfer should not be delayed until the graduate is faced with it on the job.

(Continued on page 30)

¹William Wayne Caudill, *Space for Teaching*, Vol. 12, No. 9, August 1941. College Station, Texas: Agricultural and Mechanical College of Texas, p. 102.

²Russell C. Putnam, "The American Standard Practice for School Lighting—Its Preparation, Use and Value," *The American School and University*, 1949-1950. New York: American School Publishing Co. p. 286.

HARRY HUFFMAN, *Editor*
FRED C. ARCHER, *Associate Editor*

SUGGESTIONS FOR IMPROVING HAND- WRITING IN BOOKKEEPING CLASSES

*Contributed by Ernest A. Zelliott, Des Moines Public
Schools, Des Moines, Iowa*

The primary purpose in the study of first-year bookkeeping in secondary schools is to teach the fundamental principles and functions of bookkeeping that are important for everyone to know, as well as for the small percent of students interested in bookkeeping on a vocational basis. However, the skillful teacher may teach associated learnings such as the improvement of handwriting and its adaptation to business usage.

This does not mean that the bookkeeping period, or any part of it, should be turned into a *formal* penmanship drill class. Any plan to *reform* pupils and make all of them *conform* to some specific style of *movement* as was done in the old-fashioned penmanship schools will defeat its purpose. All learning that is undertaken should be related to the study of bookkeeping. The emphasis should be upon legibility and adaptability for writing account titles or making entries in a compact columnar journal requiring small figures. Speed in handwriting is desirable, but never at the expense of legibility. The use of writing and recording machines has reduced the volume of handwriting in business offices to a minimum, but the legibility of that minimum has become even more essential.

The following are among the practices and procedures used successfully by bookkeeping teachers to improve the handwriting skills of pupils.

The first requisite is the example of the teacher. Neat blackboard illustrations and neat corrections or other notes on pupil papers will have a direct influence on the work of pupils. The teacher who writes sloppily or illegibly can expect little better from pupils.

The teacher should insist that each pupil have a good pen with a medium-fine, flexible point (fountain pen or steel pen and holder) good flowing ink, metal-edge ruler, No. two or two and one-half pencil, pen wiper and the recommended supply of stationery materials. It is no kindness to permit a pupil to work with poor tools. In many instances not enough of the student's work is done in ink.

A major factor in good handwriting is emphasis upon *uniformity* in the *style*, *size*, and *slant* of the letter forms, and in *spacing* between letters, between words, between paragraphs and in margins. Attention to these details alone often will greatly improve the legibility of handwriting, irrespective of the particular style the pupil may have developed.

With the aid of the teacher, each pupil should select and have clearly in mind the styles of letters he prefers to use and stick with them. Different styles of the same letter should never be used in a single word, sentence, paragraph or even a single page.

In all, there are but sixty-two characters to learn: 26 small letters, 26 capital letters, and 10 digits or figure

(Continued on page 35)

USE STUDENTS' EXPERIENCES TO ENRICH TEACHING OF ACCOUNTING

*Contributed by Katharine McIntyre, Pueblo Junior Col-
lege, Pueblo, Colorado*

There is a concept that instruction should meet the immediate and future needs of the students. Such needs may include actual experience on the job, a more advanced course in accounting or background for further study in some related field. A difference in approach is required to emphasize those particular phases which are immediately applicable.

To take advantage of experiences of members of a class is to be recommended, and it inspires what may be termed a "grass roots" approach to the solution of problems.

On the Job Experience

To be specific, the presentation of *accounts receivable* as a current asset may present some very interesting discussions. Let us look at the situation at Pueblo College. In one class three members of the group are employed on part-time jobs, posting the subsidiary ledgers of a drug store, a grocery store and a lumber company. Every mention of *accounts receivable* brings some new and interesting facts about the posting machines used, or in some instances, about the relative merits of the ways in which controls are kept in the general ledger. Another member of the same class has had experience in one of the local banks, and her interest in discussing the reduction of a customer's balance contrasts with those handling accounts receivable.

One of the boys in the class, who does general clerical work for several hours each week in a chain store, is assigned the task of reconciling the bank statement each month. The class has studied the method suggested in the text, has gone into the details explained on the back of the statements put out by one of the leading banks, and has listened with interest to the particular problems confronting the class member.

(Continued on page 40)

UNITED SERVICES

MODERN TEACHING AIDS

LEWIS R. TOLL, Editor
MARY BELL, Associate Editor

PUPILS RECORD "ON-THE-SPOT" INTERVIEWS

Contributed by Marjorie C. McLeod, Leyden Community High School, Franklin Park, Illinois

"Good morning. This is Tuesday, December 11, and six of our class members are visiting the offices of the Johnson Wire Company in Franklin Park. We were greeted this morning by Mr. Larson, the office manager, and I've asked him to say a few words for us now. . . ."

These were the opening words of one of the secretarial students, who had been assigned the job of conducting an "on-the-spot" interview with the office manager. He had been forewarned that the students would bring a tape recorder with them and that they would ask him a series of specific questions.

CLASS PREPARED SPECIFIC QUESTIONS FOR THE INTERVIEW

- How many employees do you have in your offices? In your factory?
- What products do you manufacture? Who are your customers?
- What raw materials are used in your product? What are your sources of supply?
- Do your factory employees need special types of training? Do they belong to unions?
- What types of office machines do you use? For which types of employees do you have the greatest demand?
- How would we go about finding a position with your organization? What qualities do you look for when you are hiring new employees?

Pupils have a natural curiosity to know what awaits them in the business world, and they want to hear their questions answered by the executives themselves. Thus came the idea of recording "on-the-spot" interviews and playing them back in the classroom.

Rather than have the class as a whole visit just a few offices or industries, smaller groups of students are sent out to a larger number of places. Bringing back to the class a tape or wire recording of the interview makes the student reports much more interesting.

In addition to augmenting class reports, these recorded interviews may be used year after year in presenting occupational information. It is probable, however, that only portions of the interviews will be kept—that they will be re-recorded in part onto two or three tapes, rather than keeping all of them intact.

Another use of the tape recorder that has proved helpful is to record talks by business managers giving general information about their businesses. Each recording can be played to the class just before its trip to the business establishment.

Some plants are so large that they warrant field trips by every student; in such cases, the recording serves a double purpose—for follow-up discussion immediately after the trip and for previewing a trip if another class plans to visit the same plant the next year.

Based on the first experience with this technique, several pointers were developed. The instructor should be sure that every member of the class has a part in formulating the questions to be asked during the interview. This provides added motivation when it comes to hearing the interviews played back.

Each student should be fully prepared for the part he is to play in the interview. The questions should be planned and even practiced in advance, so that they will come quite naturally. Of course the teacher must be prepared to step in if a student develops "mike fright."

The person or persons to be interviewed should not only be forewarned that the tape recorder will be used, but should also be told in advance the nature of the questions the students will ask. This makes for a more informative and spontaneous type of interview.

It is often preferable to wait until after the group has toured the factory or offices before interviewing the businessman. The observations will add to the effectiveness of the questions asked and may also serve as an "ice breaker."

Needless to say, the greatest benefits will accrue when the playback is presented to the class as a whole just as soon as possible after the trip, with all of the "interviewers" present.

New Guide to Films in Economic Education

"Guide to Films in Economic Education" has been released by the NEA Department of Audio-Visual Instruction. Several hundred films and filmstrips dealing with economic problems and issues have been produced during the past few years by research associations, trade associations, and commercial producers for use by adult discussion groups and schools. The guide presents a brief description and appraisal of the current films and filmstrips useful in economic education. This publication sells for \$1.00 with discounts on quantity orders from NEA Department of Audio-Visual Instruction, 1201 Sixteenth Street, N.W., Washington, D. C.

MARY E. CONNELLY, Editor
REGIS A. HORACE, Associate Editor

FROM CLERICAL CLASS TO OFFICE IN 180 HOURS

Contributed by Zetta C. Walmsley, Woodrow Wilson
High School, Los Angeles, California

EDITOR'S NOTE: *If pupils in general clerical classes are taught to groom their minds, to dramatize the prospective job, to keep house as well in business as at home, the result will be a glamorous ensemble labeled pride.*

Whether "September morn" or a Monday in February, behold the new pupils reporting to the clerical practice laboratory. A short quiz session seems pertinent. Asking students why they are enrolled in the general clerical class, the responses may include: "For credit, required, an easy unit, or only other subject available." Other familiar answers: "I changed to a clerical major; I didn't like stenography; bookkeeping was too difficult." Timidly, a few might say, "I have to have a job."

Now, the task of the instructor is to sell them a line of merchandise. The second step is to help the pupils develop the proficiency necessary to assure them vocational success. The teacher stimulates interest, adds a dash of glamour, and the course is underway.

It is challenging as the teacher analyzes the *musts* of the too few hours allotted for the development of dependable workers. Just about 180 hours to teach pupils how to please a boss, to influence promotion or to merit an increase in salary.

Whether a job is listed as clerical or secretarial, duties overlap or parallel. Fully fifty per cent of all stenographic or general office activities, in the long run, may be classified as clerical.

What is implied by the term *clerical practice*? The requirements and duties are as varied as there are thousands of classifications of businesses.

To prepare the pupil to meet the common needs, a good teacher should prepare a detailed outline, a real schedule, that he hopefully expects to follow.

The partnership or corporation is now in operation with the instructor as director. No matter what type of class organization, a successful enterprise depends upon cooperation and group solidarity. With students engaging in clerical activities, they assume responsibility for their own work and for that of their fellow classmates.

With positive achievements a goal, a few negative ideas portraying inefficiency might be dramatized by members of the group. Such enemies include three vicious traits: *carelessness, clutter and confusion*—the three C's of failure.

Some Suggested Requirements for Clerical Practice

Addressing of envelopes. Requirement: sixty to eighty envelopes an hour.

Application blanks, use of references, how to apply for a job.

Duplicating work (carbon copies, duplicating machines: mimeograph, ditto and others).

Filing, indexing (speed and accuracy required).

Form letters, fill-ins, order blanks, requisitions, purchase orders.

Grammar: spelling, punctuation, sentence structure.

Information, how to find: postal information, use of city directories, special directories.

Invoices, pay roll, statements, time cards, reports.

Messenger service (messenger-type duties).

Office etiquette; ethics, loyalty, employee-employer relationship.

Office grooming.

Personality development (voice, diction, enunciation, pronunciation).

Receptionist, duties of.

Routine matters: general business routine.

Telephone: local and long distance procedure.

Typewriting: Industry expects 35 to 45 words a minute as a minimum. ACCURACY A MUST. Mailability of material required.

Office aids: dating stamp, envelope opener, tickler file, mail baskets (outgoing and incoming mail), work organizer and classifier.

As businessmen contribute their suggestions to the art of developing pride on the part of prospective clerical workers, a few basic ideas as expressed by this executive might be helpful:

An office worker should be able to place a long-distance call without taking two hours to locate an out-of-town number or department. A knowledge of essential fundamentals is necessary—an adding machine is not always available.

That well-modulated voice, that clean look, the pleasant approach—neither timid nor aggressive—are points in favor of a good clerical worker.

In teaching the mastery of routine details, some instructors prefer that time sheets be used. For example, "In and Out" for recording daily class attendance, with a pupil time clerk in charge. Each section of a course might be classified as a job unit, with individuals receiving achievement credit for each unit and a student manager in charge. Likewise, credits should be issued on the basis of dependability, reliability, mailability of

UNITED SERVICES

GENERAL CLERICAL

practice material and utilization of all fundamentals. Many teachers favor the committee-type of organization with pupil executives in the capacity of director.

A good motto is "Accuracy first and always." The reward for accuracy is a lucrative dividend, remembering that perfection attained through accuracy leaves that finished impression which is so important to the employer.

Typewriting

(Continued from page 26)

Pica or elite type? This question has not been answered, nor can it be answered by quoting an iron-clad rule. That elite type is growing in popularity in business usage is shown by current surveys. A survey made in 1951 shows that schools purchased typewriters with the elite type in far greater numbers than those with

pica type. It would seem then that typewriting rooms should be equipped with typewriters of both elite and pica type.

Electric typewriters are being used in business offices in increasingly large numbers. The education relative to electric typewriters in the classroom is no longer concerned with *whether* they should be used, but rather *how many* should be provided as basic equipment. The electric typewriter "has arrived," and no up-to-date typewriting room should be without at least a few of these machines.

Typewriter desk manufacturers have realized that desk height is important to the comfort and the efficiency of the typist. The conclusions reached through research substantiate the recommendation that the typewriter should be at the height to place the forearms of the typist at an approximate thirty degree angle.³ Attractively designed desks with adjustable wells to raise the typewriter from 26 to 30 inches from the floor may now be purchased. The blond finishes of the desks conform to the best practices for producing desirable reflection. Adjustable drop-head desks are also furnished in the light shades. These desks are highly desirable for the all-purpose business education room if it is to function with maximum efficiency.

Although adjustable chairs are theoretically ideal, the problems of adjusting them for every class lessen the desirability of their use. Solidly constructed, saddle seat chairs with a comfortable back support are the type which give greater satisfaction. Varying heights of the same style chair should be provided so that students' heights may be considered in making necessary adjustments.

So important is the demonstration stand to effective typewriting that it is included here as basic equipment. The stand of sturdy construction, with metal adjustable base, wood top and sliding shelf may be purchased at a relatively moderate cost. Here again a variety of finishes are offered so that the stand may fit into the color scheme of the other furnishings.

Other Essential Equipment

As a complement to the basic equipment, other essential furnishings and equipment are vital to optimum learning experiences in the typewriting classroom. The inclusion of the following furnishings is recommended:

Students' Area. This area should be provided with an unabridged dictionary on a stand, adequate storage cabinets, bookcases, metal copyholders for each desk, tackboards, bulletin boards and four-drawer steel filing cabinets. Incidental equipment such as waste baskets,

(Continued on page 34)

³A Study of Typewriting Height. New York: The Society for the Advancement of Management.

Naturally - Teachers and Students Prefer Modern Typewriting Practice

By Altholz and Altholz

Students like MODERN TYPEWRITING PRACTICE because all the directions and explanations are so simply presented; it is profusely illustrated; and the subject matter is both interesting and comprehensible.

Teachers find MODERN TYPEWRITING PRACTICE helpful and usable because of the wide scope of technical and production work covered; the carefully graded exercise material; and the abundance of practice work it provides. Already listed for use in New York, Chicago, Philadelphia, and Boston.
360 Pages.

SEND FOR YOUR EXAMINATION COPY TODAY!

A Tip for Teachers Graded Office-Style Dictation

By Jack Grossman

There are 200 letters presented with suggested facts that will make it possible for you to originate office-style letters.
136 Pages \$2.00 Net Postpaid

PITMAN 2 West 45th Street New York 36

GLADYS BAHR, Editor
HOWARD M. NORTON, Associate Editor

TIRED OF LECTURES, CLASS PLANS STUDY UNITS

Contributed by Harrison J. Cameron, Jr., Texas Technological College, Lubbock, Texas

Basic business subjects by their very nature provide the means of using a variety of instructional methods. Too often the teaching degenerates into a monotonous lecture and even more monotonous assignments without benefit of class discussion, visual aids or visitors from the community.

One business class, tired of the lecture, question and answer method, asked to use the committee method in its learning. It wanted to choose the units to be studied and to plan activities in connection with them.

An election decided that the insurance unit would be the next unit to study, even though it was pointed out to them that this would be more difficult than others they might choose. The class organized, choosing a classmate as chairman with the teacher as co-chairman. Various phases of the work were planned through the use of sub-committees.

It was not long until this class had arranged on their own initiative to have a district manager for a life insurance company discuss why life insurance is valuable. They asked such questions as "What is an insurable interest? What is a mortality table? How does an insurance company know a man will die at a certain time so that the company can determine the insurance rates and not lose money?" Such questions cleared a substantial number of misconceptions about life insurance. Sample policies such as straight life, term endowment, educational-life combinations were secured and read rather avidly by the pupils—something they would not have done had that type of work been assigned to them.

Insurance Agent Visits Class

The same type of thing happened in reference to casualty insurance. An insurance agent soon visited the class, followed by the chief of police who discussed how to prevent theft in the home and gave precautionary measures on preventing burglary. The police chief also talked on the motor code and common causes of automobile accidents.

One might argue that this type of insurance is not general business education—that it is just a type of general education having nothing to do with business. However, these pupils apparently learned more about insurance than a preceding class. This second group received an examination identical to one administered to

the preceding class. The first class had no perfect papers; the experimental group had from ten to fifteen perfect scores, and no paper failed when measured by the same standards as the first group. In comparing the grades of the two classes in other subject areas, it is noted that the grades were comparable. Thus it would appear that the method of instruction is also a method to raise standards of achievement. However, on the basis of this rather small experiment it would be unsafe to conclude that methods used are the determinant factor for the results to be obtained.

Teachers need more experimentation in teaching methods; they need to get away from the common lecture and the far too common question and answer period in which there is too little pupil activity or use of community resources. Though this particular committee method worked admirably for one teacher, it is not offered as a panacea for all the ills found in the teaching of basic business subjects.

In November of 1951 a class at the University of Oklahoma developed or found in current literature the following principals which may serve as a guide to the development of good instructional practices in basic business education:

1. Units of instruction in basic business subjects should be constructed to facilitate a maximum amount of active student participation.
2. The instructional material presented in basic business subjects should be made interesting, practical, and of immediate use to the students.
3. The instructional materials for basic business subjects should be selected by joint agreement of the school administrators, the business department, and an advisory committee made up of businessmen.
4. The teaching of basic business information should be simplified and application of information should be emphasized and considered more important than mere memorization of facts.
5. Individual differences should be recognized and provided for by teachers of basic business.
6. Whenever possible audio-visual aids should be utilized for enrichment of the basic business courses.
7. Objective grading should be used whenever possible in grading of students in order to measure teaching effectiveness and student achievement in basic business courses.
8. The successful basic business program should present common interest problems of the community to the students for study and analysis.
9. Basic business teachers should provide learning

UNITED SERVICES

BASIC BUSINESS

situations for the development of desirable character and personality traits and good work habits.

10. Assignments in basic business courses should be clear and definite with a stated time limit for the assigned work.
11. The value of time should be given emphasis in basic business courses.
12. Basic business should be made practical through the analysis of business papers actually used in the community.
13. Teachers should teach students taking basic business courses how to think for themselves, how to get along with other people, and how to depend upon themselves for answers to business problems.
14. In basic business courses emphasis should be placed on an understanding of business terminology.

One more principle should be added to those compiled under the directions of Dr. Porter even though it

may encompass several of the principles as presented by Dr. Porter's class.

15. Basic business teachers should make a more adequate use of community resources found in any community or school service area. Most business men will welcome the opportunity to visit high school classes and many will bring with them invaluable instructional materials. The local and city newspapers, current magazines also present business problems of value to the students but these aids are too often neglected in the modern classroom.

By following these principles of instruction and making use of the many and varied community resources, any basic business course can be made into a pleasant learning experience from which both the teacher and the pupils will derive knowledge, enjoyment and an appreciation for the business world.

New!

The **REVISED EDITION** of Polishook-Beighey-Wheland's

ELEMENTS OF GENERAL BUSINESS

Sales Offices:

New York 11
Chicago 16
Atlanta 3
Dallas 1
Columbus 16
San Francisco 3
Toronto 5

Home Office: Boston

Please Ask for
Descriptive
Circular 436

THE Revised Edition of this widely used book brings it right up to date. New chapters correct the student's weaknesses in arithmetic and increase his vocabulary, and a section of arithmetic "trouble finders," keyed to the remedial unit, has been added. The sections on air travel, social security and other topics of timely interest have been expanded. All the business forms, explanations of business procedures, and the material on budgets and postal rates and all other data are up to date.

The text stresses everyday situations and problems, and consumer buying. It shows high-school students not only how modern business operates but how to conduct their daily affairs in a business-like way and how to select a job.

A workbook, tests and teachers' manual with key will be available.

GINN AND COMPANY

ERWIN M. KEITHLEY, Editor

CLERICAL STANDARDS "INVALID"—NEED TIME-MOTION STUDIES

Contributed by Fred C. Archer, Division of Business, State
Teachers College, St. Cloud, Minnesota

Employability is the obvious goal of any vocational program. Sound, realistic objectives are necessary to develop the individual courses so that the student may qualify for the initial job.

The traditional standards of performance in clerical operations are *invalid*. There is no use in denying the sad and disgraceful truth. Clerical standards have been discussed, debated, investigated, surveyed, tried, improved, exposed, bolstered, corrected, modified, ad infinitum since 1869 when Sholes¹ made his first crude attempt to evaluate the performance of his typewriter. and for all of this, what do we have? It is obvious from even an informal observation of business offices and schools and from a quick survey of business and professional literature that our traditional standards have an insufficient relationship to the real job conditions. Isn't it high time that we asked ourselves "How much longer are we going to be shooting in the dark?"

A recent study by the writer² indicates that there is little hope for much improvement until we stop going around in circles. Doing the same old thing over and over again *doesn't* make the results any better if the basic technique is unsound.

Were our traditional standards developed from scientific office production studies? *They were not!* They were developed from short, artificial tests, demonstrations and novel performances sponsored by typewriter manufacturers and shorthand inventors and publishers to accent the speed advantages of their products. No wonder we so often find that the business graduate who has qualified in terms of artificial school standards cannot do a day's work on the job. *Of course not!* He was never educated under realistic conditions nor evaluated by realistic measures.

Realization of the apparent failure to define competency in terms of artificial measures caused some investigators in time to turn to the business office for information. D. L. Scott-Browne³ reported observations of typewriting performance in offices in 1883—and thus the survey technique to determine standards was born.

¹Frederick Heath, "The Typewriter in Wisconsin," *Wisconsin Magazine of History*, 27 (March, 1944), p. 263.

²Fred C. Archer, *The Origin and Extent of Standards in Clerical Work*, (Published Ph.D. Thesis) St. Cloud, Minn.: 1952. 208.

³Editorial, "Speed of Typewriting Machines," *Browne's Phonographic Monthly*, 8 (December, 1883) p. 321.

And what has that produced? Again the answer is *not very much, if anything, to improve the effectiveness of our evaluation techniques*. Why? Because the survey averages are meaningless due to the many tangible and intangible variables. Are the work assignments comparable? Are the methods, equipment, and supervision the same? Is the skill training and job orientation of the workers in the different establishments of equal quality and type? Are the worker incentives and controls equally effective? Are the workers equally well placed in positions to which their traits, desires, moods, and skills are suited? The typical survey-average blithely ignores such fundamental considerations; but that is not all.

Most of the surveys are not based on scientific observation and measurement of even the most tangible aspect—production. Very often the survey respondent just tells what *he thinks* the output is. Why? Because most businesses have no records of clerical production, and many of the concerns among the few which "do keep records" have such loose measures (so many letters an hour, etc.) that what they report in all sincerity is of little value.

Even if someone were able to develop a method for establishing standards that would overcome the objections already cited, how good would it be? Most offices are not run in strict accord with the principles of scientific office management. In fact, the great majority of offices are far, far behind the times in operating practices. If our "improved" survey technique produced "improved" averages of what is basically inefficient operation, what kinds of goals would we have for our pains?

Solution Demands New Approach

The satisfactory solution of the standards problem in clerical occupations is not impossible; but a fresh departure is needed—one which will be cognizant of past mistakes rather than one which will perpetuate them. After a critical appraisal of the efforts and failures of the past eighty years, the writer sincerely believes that there is an approach to the problem of developing sound performance goals. This approach is based upon genuine efficiency and would provide for a degree of comparison and practical reality not hitherto attained.

Experience shows that clerical operations differ in details. Hence, we must not let the details cloud the picture. Businessmen and educators should decide what fundamental clerical processes should appropriately be taught in schools. Then the fundamental operations

TEACHERS' PROFESSIONAL BOOKS

• • •

Worth-while additions to your own personal teaching library . . . complete, concise texts of lasting reference value to teachers

METHODS OF TEACHING BUSINESS SUBJECTS

by Tonne, Popham, and Freeman

This unique methods book presents in its early chapters the underlying skill-building and basic business principles inherent in *all* business subjects. Then, in succeeding chapters, it demonstrates the application of these principles to each subject in the field. 457 Pages. List \$3.50.

METHODS OF TEACHING TRANSCRIPTION

by Leslie

A comprehensive presentation of modern transcription teaching methods. It describes how to motivate student interest, select materials, and attain high vocational rates. Prepared for teachers of shorthand, transcription, and office practice by the coauthor of Gregg Shorthand Simplified. 356 Pages. List \$3.00.

THE 1951 BUSINESS EDUCATION INDEX

Compiled and edited by Delta Pi Epsilon

Every business teacher needs this important compilation for professional reference. A complete guide to research and writings in business education for 1951, *Business Education Index* gives the author and subject listing of new books and articles in all business education periodicals and year books, articles concerning business education in other educational and general periodicals, and researches and theses completed during the year. Sixty-four pages of complete, conveniently arranged source information for teaching and writing. \$1.50, Net. Copies of the 1951 Business Education Index should be ordered from the Gregg New York office. Ask about available back issues.

Order today from your nearest Gregg office.

GREGG PUBLISHING DIVISION

McGraw-Hill Book Company, Inc.

New York 36.....	330 W. 42nd St.	Dallas 2.....	501 Elm St.
Chicago 6.....	111 N. Canal St.	Toronto 4.....	253 Spadina Rd.
San Francisco 4.....	68 Post St.	London W. C. 1.....	51 Russell Sq.

should be subjected to time and motion study to determine how the work should be most efficiently done. The findings of the scientific analysis, set down in the form of an elaborate job description, would provide the basis for school instruction, for student evaluation, for employment selection and placement, for promotional testing and for every other phase in the development of competency.

There would be nothing artificial or estimated about these standards. They would be valid, objective, comparable and realistic because time and motion study would capture them "in action." There would be no taint of inefficiency. Exhaustive time and motion studies would identify the "best method" for performing each of the fundamental operations. Hence the writer has dubbed this approach to the determination of sound standards "the best method approach." This long-range approach will be more fully explained and critically appraised in the Standards Feature Section of the May, 1953, BUSINESS EDUCATION (UBEA) FORUM.

Typewriting

(Continued from page 30)

staplers and pencil sharpeners are undisputed items of essential equipment. Without a sink the work area in any typewriting room is not complete!

Teacher's Area. The chalkboard should be located in the front of the room and should occupy about ten feet of wall space. A roll-up projection screen may be installed in conjunction with the chalkboard. An executive style desk and chair, a four-drawer legal size filing cabinet and a combination supply and coat closet should complete the furnishings for a well-appointed teaching area.

In the Small High School

In the small school both advanced and elementary typewriting will be taught in the same room. It is essential that this room be planned for multiple use. As far as possible the characteristics for larger schools should be condensed so that students receive a maximum of opportunity for experience. This situation requires that other office equipment be included in the typewriting room. Such equipment should include a mimeograph, a mimeoscope, at least two key-driven calculators, a paper cutter and a four-drawer letter-size filing cabinet for student use.

The desk chosen for this type room should be of the drophead style with single pedestal. In all probability this desk will serve typewriting, bookkeeping, and shorthand students. The floor space provided for each student is determined, of course, by the desk size. The general consensus of authorities is to allow from twenty to thirty square feet for each typewriting station.

In the Medium-Size High School

The medium-size high school is hard to define because it has characteristics of the large high school or the small

high school, depending upon the point at which it falls in the enrollment classification; it has no discernible characteristics of its own. Insofar as it is possible to determine, the only difference in the equipment of the typewriting rooms in medium-size high schools would be in the desks. If the school is of sufficient size to warrant the use of the room exclusively for typewriting, the small adjustable desk is more desirable than the drop-head style.

Office equipment similar to that suggested above for the small high school should be included unless there is provision made for such training in other business education classes.

In the Large High School

Two kinds of typewriting rooms are necessary for elementary and advanced instruction in the large high school. Equipping both rooms with small adjustable desks is preferable. The choice of other equipment will be determined by the level of instruction; the advanced class should have learning experiences with the mimeograph, the mimeoscope and the electric typewriter. A class size of thirty in elementary typewriting and a maximum of forty in the advanced group will contribute to effective typewriting instruction.

Bookkeeping

(Continued from page 27)

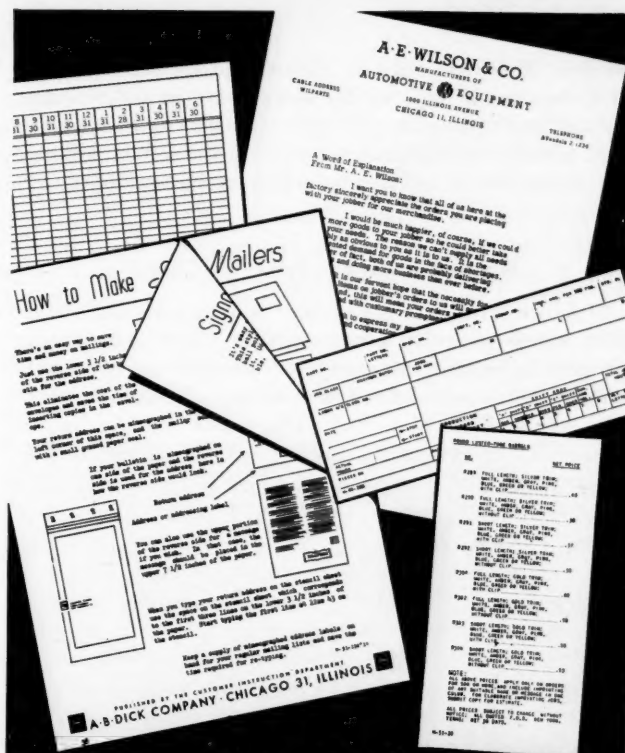
characters. The learning task is even less because a number of script forms have characteristics in common. For example, *l* and *n*, are combined to form *h*; *v* and *j* are combined to form *y*. Early in the course, the pupil may turn in specimens of the letter and figure forms he expects to use. It is not necessary that all pupils select the same letter forms, or follow the pet styles preferred by the teacher.

Letters within each class or group, like a-o-m, l-h-k, or j-g-y, should be made the same relative size. The actual size will depend upon the space provided. The writing may be small in journal entries, or large as in an account or report heading. The writing of most pupils in beginning bookkeeping tends to be too large in journal entries.

All down-strokes should be made parallel, including those in the below-the-line loop letters. The slant may be backhand, vertical or forward. Forward slant is usually preferred, but it is doubtful if the bookkeeping teacher should try to reform a student who writes otherwise. The aid should be to help the pupil improve the legibility of the style he currently uses.

The actual spacing will depend upon the particular application, but it should be uniform throughout in the lines of writing, between paragraphs and in the margins. There should be no crowding in some spots and spreading in others.

Many bookkeeping errors that cause a pupil to waste time and become discouraged are due to poorly written



why teach MODERN mimeographing?

Why? Because business today requires more copies, more kinds of copies. Copies on various sizes of paper and card stocks. Copies on both sides of the paper. Copies on thinner paper for low-cost mailing. Copies with one or more colors produced at the same time. And MODERN mimeographing makes them all—easily and quickly.



Easy to Teach—Completely revised textbook, "Fundamentals of Mimeographing" edited by Cansler of Northwestern. Each of the 14 illustrated lessons follows approved teaching procedure. For full information without obligation simply mail the coupon below.



A. B. DICK
THE FIRST NAME IN DUPLICATING

A. B. DICK COMPANY, Dept. UB B-1052-M
5700 W. Touhy Avenue, Chicago 31, Illinois

Please send me information about ☐ A. B. Dick mimeograph supplies and equipment for use with all makes of suitable stencil duplicating products, ☐ the textbook, "Fundamentals of Mimeographing."

NAME _____ POSITION _____
SCHOOL _____
ADDRESS _____
CITY _____ ZONE _____ STATE _____

figures. There are only ten digits, and anyone can learn to write them neatly, legibly and in the proper positions for the work in hand. A little attention and drill with good blackboard illustrations early in the course will pay big dividends in more satisfactory work and fewer errors.

Penmanship Practice Drills Not Needed

It is doubtful that the teacher should take much class time for penmanship practice drills. At the beginning he may introduce the study of letter forms by family groups that have certain characteristics in common, such as a-o-c, l-h-k, M-N, U-Y-Z. There also may be limited class drills to get pupils started, but the aim should be to encourage the pupil to do outside practice and to make the applications in his daily written work.

When specific applications are introduced in bookkeeping work, such as preparing account or report headings, writing amounts in words, filling in business forms or writing signatures, it is well to take a little time for practice on illustrations presented by the teacher.

Sometimes the term *muscular movement* is used to denote a certain style of writing procedure. This is a misnomer as all movements are produced by muscles. The objective should be to use the combination of shoulder, arm and finger muscles that is best adapted for the

particular writing situation. The teacher need not be too disturbed if a pupil seems to use finger movement exclusively. If the student develops good mental images of the letter forms and learns to write with care, the particular movement he uses is unimportant. Movement drills as such are of doubtful value in a bookkeeping class except that they may be prescribed as outside practice to relieve tension in some cases. Relaxation will usually come as pupils learn to write legibly and thereby gain confidence in what they undertake.

The Extra Effort Pays

Occasionally a teacher states that he has no time for handwriting in a bookkeeping class—he is too busy teaching bookkeeping. The objectives of such a teacher may be subject to question. Many teachers report that reasonable attention to handwriting and other needed faculties results in the teaching of more bookkeeping because students learn to avoid errors and are happier in their work. Bookkeeping teachers are in an enviable position to develop desirable business habits—including that of legible handwriting. In this connection it should be kept in mind that more than eighty per cent of the pupils in most first-year bookkeeping classes have selected the subject for objectives other than that of becoming professional bookkeepers.

The BEST of the NEW
with
The BEST of the OLD

More Pleasure to Teach
NEW 6th EDITION
20th CENTURY TYPEWRITING

By Lessenberry and Crawford

ONLY TRIED, TESTED, AND PROVED TECHNIQUES

From the 13,000 schools using the previous edition came many suggestions for improvement. The most popular of the old features have been retained, but many new techniques have been added after being carefully tried out and successfully used under varied teaching conditions. You will find a better organization, clearer instructions, much fresh new material, and several delightfully new and effective teaching techniques.

20th Century again offers you the ultimate that you would ever want in a typewriting textbook. **20TH CENTURY TYPEWRITING** takes the lead again in giving you new and better materials. Do a more effective job in your classroom.

SOUTH-WESTERN PUBLISHING CO.

(Specialists in Business and Economic Education)

Cincinnati 2

New Rochelle, N. Y.

Chicago 5

San Francisco 3

Dallas 2

Shorthand

(Continued from page 25)

What is impressed most firmly on an observer is weakness in the coordination and integration of the several techniques that encompass transcription, with particular emphasis on the mechanics of *typewriting* while transcribing.

Typewriting Principles Overlooked

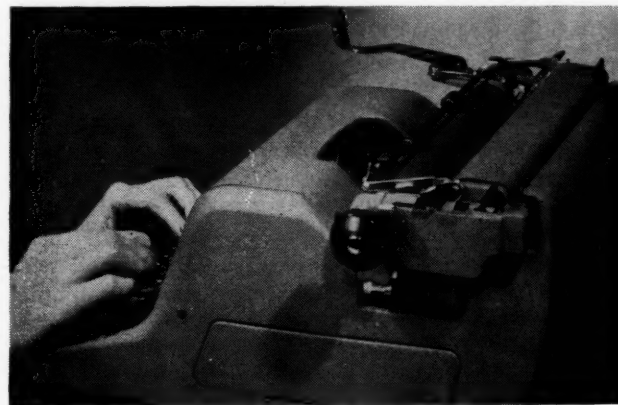
The graduating student has probably attained a 40 to 50 word-a-minute speed on the typewriter, and appears to be able to type at this rate from straight copy. However, when it comes to taking dictation and then transcribing that same dictation on the typewriter, he seems to forget or overlook basic typewriting principles. One hears a series of choppy key strikes and then a long pause—perhaps because the writer is unsure of his notes, of his spelling or of punctuation. Then there is another series of jerky writings and stops because he is looking up at the typewritten page—perhaps for line endings, because the right marginal stop had not been set to ring at the proper point for carriage return, and perhaps with added waste of time in the use of the margin release key and the hyphen in word division. Or there may be fumbling and hesitation because it has become necessary to reset the marginal stops for quotations or indentations within the body of the transcript. Or possibly there is a tabulation to set up within the letter or transcript, and the typist laboriously goes through the motions of clearing previous tab stops and resetting them for the new job. The effort that can be wasted in the use of the line finder, or the variable line spacer, in order to realign the typewritten work to fit a form being used for the transcript, the failure to return the carriage with the same swift movement as when typing from straight copy—all appear to indicate the need for special skill building on the typewriter within the framework of actual transcription.

It must be remembered that at least one-fourth the gross typewriting speed is lost in transcription.¹ Therefore, if the transcriber can copy a specific letter or manuscript at 45 gross words a minute, when similar material is dictated to him, the gross transcription speed will not be more than 33 words a minute at the most. Consider the additional loss of time in correcting errors, both on an original and on several carbon copies, and one will realize that if the stenographer nets a 25-word-a-minute speed in transcription, he is doing very well. But, if added to this, there is further time lost for the reasons outlined above, it becomes an almost pathetic situation in the business office, where the full-time stenographer may be expected to transcribe from twenty to thirty or more letters of varying lengths in a single day.

¹This seems to be the consensus on the part of business educators and is borne out by my own experience. Time and again I was clocked on straight copy work at between 130 and 135 words per minute. When similar copy was dictated to me, my timed transcription speed invariably ran only about 100 words a minute. Interestingly enough, in taking dictation direct to the typewriter, I was able to maintain about the same speed as when typing similar work from straight copy.

Returning to the statement that there is an apparent need for special training techniques on the typewriter in actual transcription, a number of points need to be checked. A few devices that may prove helpful in the classroom for doing this are suggested. Of primary importance is the need to check your students' ability to use all typewriter controls *automatically*—with facility and speed—during transcription (and at all other times, of course).

Check for speedy insertion and removal of paper and carbon packs. Check for sharp, fast carriage throw—no follow-through and no looking up. Look for ability



At least one-fourth the gross typewriting speed is lost in transcription. Therefore, the transcriber must be able to make typewriter adjustments quickly and easily to eliminate further waste of time. The picture shows the palm tab control being used.

to reset margins instantly for longer or shorter letters, for quotations or indented sections within the body of a letter.

Be sure the student develops the habit of properly setting the right as well as the left marginal stop for carriage return in transcription. The carriage should be returned as soon as possible after the ring of the bell, without looking up for the line ending.

Keep Eyes Focused on Notes

If it is necessary to complete a short word, or divide a word just as the carriage locks at the end of the line, the margin release key should be located and struck *by touch*, without looking up. For each time the typist looks up from his notes, the typewriting continuity and speed are lost, errors in spelling may occur, words may be omitted, transcription of letters and words may take place, and time wasted in again finding the place in his notes. Eyes and concentration should be focused on the notes—not in locating figure or special symbol keys, typewriter controls, or the line endings.

Check ability to reach for, and to stroke, the tab key or tab bar, the tab set and tab clear keys *automatically*. Check to determine if the typist is completely familiar with the functions of the tab set and tab clear keys. Observe technique used in striking shift keys during transcription. Check technique employed in use of the back

spacer—minimum use of this device is urged, but its dexterous and speedy use is necessary.

Determine if the student understands the functions of the line finder and the variable line spacer for temporary or permanent change in line spacing. How is the student's ability to type numeral and symbol keys by touch? It should be unnecessary for the transcriber to look at the typewriter keyboard or keyboard controls during transcription.

The future stenographer should, then, consciously try to apply correct typewriting techniques in transcription. There should be no waste of time in the mechanics of typewriting the transcript, of returning the carriage, of using the shift and tabular keys, numeral keys or any of the other machine controls.

Repetitive Practice Aids Pupils

As in straight typing, repetitive practice in transcription is excellent. For example, the teacher might dictate a simple, familiar, non-technical letter containing about 75 words; include the date, address, salutation, complimentary close, initials and punctuation. Clock the transcription, keeping a record of the time it took each pupil to transcribe. Following this, have the pupils again transcribe the same material from shorthand notes three individual times. Inform them they are to transcribe as fast as they can, with control.

Establish in the minds of the students that what they are to try to accomplish is *continuity*, smoothness in transcription, no break in the typewriting, no hesitation in carriage return, no looking up and no pause for any reason. Impress upon them that for this particular type of drill, if an error is made, they are to continue writing without a pause.

If there is sufficient time the same day (or if not, the following day, after a warm-up on the typewriter), re-dictate the same letter, again clocking the time for each transcript. Compare the speed, accuracy and appearance of the work with the original timed transcription. The teacher will usually find that a gain in speed and smoothness of transcription will have been achieved in most cases. However, the important factor in this form of practice is to establish a *pattern* for transcription. Get the pupil reaction; observe techniques employed during the five transcriptions of the same material. Point out to individual students any faulty techniques which were apparent. This same device can be used with letters which contain tabulations and indented quotations that necessitate margin changes and the use of the tab clear and tab set keys.

Hesitation in the carriage return is one of the major factors which contribute to slow transcription. The following drill on carriage throw during transcription should get the point across to your students. Dictate a

Correlated Dictation and Transcription

FORKNER, OSBORNE, AND O'BRIEN



This highly functional text goes far beyond the usual training for speed and accuracy in taking dictation and typing. It trains students to incorporate in their transcription a combined mastery of spelling, word-division, punctuation, English usage, letter writing, and business vocabulary. In Simplified Gregg, Anniversary Gregg, and Pitman editions, each 555 pages, with Record Sheet and Teacher's Manual. A valuable reference and style manual which stresses correlation all the way.

D. C. HEATH AND COMPANY

Sales Offices: NEW YORK CHICAGO SAN FRANCISCO ATLANTA
DALLAS Home Office: BOSTON

simple paragraph of about 75 words. Explain to the students that the transcription of this material is to be a carriage throw drill. They are not to look up from their notes for carriage return (or for any other reason), but are to continue the transcription until the entire paragraph is completed. Instruct them to set their marginal stops for a 60-space line. Have all of them start together on the transcription. After three seconds call "carriage throw." After three more seconds again call "carriage throw." Then continue to call "carriage throw" at four-second intervals until the work has been completed. It is suggested that the three- or four-second periods be approximated, so that carriage return techniques may be observed during the transcription, for comment and criticisms following the drill. This type of drill should be used until all transcribers understand fully that there is to be no looking up for line endings—no hesitation in returning the carriage and starting the next line of typewriting.

Another area of weakness in connection with carriage return in transcription lies in the use of the margin release key at the end of the line, and the hyphen in word division at the end of the line. The following device will offer a greater degree of uninterrupted continuity in the use of the margin release key and hyphen. Dictate a simple 75-word paragraph. Have the pupils set their margin stops for a 55-space line. Explain to them that they are to typewrite clear to the end of the line to the point where the carriage locks. They are then to use the margin release key at the end of each line for this drill, completing the word being typed, or dividing the word which contains more than two syllables. By touch they are to reach for the margin release key and the hyphen, if necessary, for word division. They are not to look up when striking the margin release key, the hyphen or the line space lever. They should start the next line of typewriting without pause.

The following sample paragraph may be used and should prove helpful with a 55-space line.

Shorthand transcription can be simplified and accomplished with ease when correct typewriting principles are applied. Remember to sit erect but relaxed. Keep your feet flat on the floor. Curve your fingers and strike the keys as if they were red hot. Throw the carriage over, with the fingers of the left hand braced against each other. Strike the line space lever with the left index finger, between the first and second joints.

Correct punctuation is essential in transcription, as an improperly punctuated sentence can sometimes distort the dictator's meaning. In the business office, the dictator rarely indicates punctuation. Therefore, it becomes necessary for the stenographer to punctuate the dictated material. If this is done during transcription, it usually slows the speed. In the classroom the teacher

**At Last . . . a NEW program that makes
Bookkeeping EASY TO LEARN!**

BOOKKEEPING SIMPLIFIED

A completely new, simplified presentation of
bookkeeping for high school students . . . by

**M. Herbert Freeman
J Marshall Hanna
Gilbert Kahn**

Here is a program that will set a pattern for years to come . . . a pattern of effective teaching and sure, direct learning.

LIVELY, INTEGRATED PRESENTATION

Proceeds logically from known to unknown. Organized in brief topics related to unit subject. Reduces each process and routine to simple, convenient parts. Relates everything to an actual business situation. Written in an easy, friendly style. Ample and effectively illustrated with concept drawings, flow charts, and script forms. Through use of one proprietor (J. L. Simmons), the student finds the learning continuity easy and absorbing.

ABUNDANT GRADED PROBLEMS

272 Problems numbered in sequence throughout the text. Organized in groups at conclusion of each topic and each unit. Problems graded from simple to more difficult in each group and amply illustrated with examples and cues to make the learning and skill development easy and continuous. Controlled automatic reviews worked right into the problem material from unit to unit . . . a spiral of accomplishment from start to finish!

HIGH SCHOOL AND COLLEGE AUTHORSHIP

The program clearly reflects the combined and current high school teaching experience of its authorship. During its development, the manuscript was tested and refined through actual classroom use in several high schools.

Plan today to simplify and modernize your bookkeeping course. Adopt the new **BOOKKEEPING SIMPLIFIED** for use in your classes. Ready for fall classes. Write your nearest Gregg Office today.

GREGG PUBLISHING DIVISION

McGraw-Hill Book Company, Inc.

New York 36.....330 W. 42nd St.	Dallas 2.....501 Elm St.
Chicago 6.....111 N. Canal St.	Toronto 4.....253 Spadina Rd.
San Francisco 4.....68 Post St.	London W. C. 1.....51 Russell Sq.

may wish to dictate short, familiar, unpunctuated letters to his students. Then have them insert punctuation before beginning their transcription, later checking both for correct punctuation and smoothness in transcribing.

There are several schools of thought about the advisability of reading back shorthand notes in advance of transcription. It is helpful to read back a whole letter, or sections of a long letter, immediately before beginning transcription. Then is the time to insert punctuation marks and look up the correct spelling of doubtful words before beginning to transcribe.

The teacher may wish to conduct a little research on this point in his own classes. The suggestion is made that he dictate new material at a rate the pupils can take comfortably. Have half the class begin transcription without reading back their notes in advance. Instruct the second group to read back the letter in advance of transcription, inserting punctuation and checking the spelling of unfamiliar words. Time each pupil in both groups for total time taken to read back notes and for transcription in the group—for transcription in the other. Then check for accuracy of content, spelling, punctuation and word division, and speed of transcription, comparing the results of both groups. The following day reverse the procedure with each group. Time and check the work as on the previous day. Get pupil reaction as to which method produces the smoother, speedier transcript—which method they prefer to use.

NBE Tests

DO YOUR STUDENTS POSSESS

National Business Entrance Certificates of Proficiency?

They should! Companies recognize the Certificate as attesting to the holder's skill-ability for successfully handling beginner duties in one or more areas of office work: Typewriting, Stenography, Machine Calculation, Bookkeeping and Accounting, and General Clerical.

The Certificate will help your graduates to obtain office employment.

YOU can make this possible now.

How? Write for descriptive literature today.

Address inquiries to

UBEA-NOMA Joint Committee on Tests

132 West Chelton Avenue Philadelphia 44, Pa.

The stenographer who masters transcription achieves the ultimate in secretarial skills. He becomes an expert in the various components that are necessary for the job. And by his ability to integrate and master these components proves himself a valuable, resourceful worker who is capable of taking on greater responsibility, and in turn, advancing in the business world.

Bookkeeping

(Continued from page 27)

Payroll Accounting Studied

One more illustration has its origin in an adult education class. Payroll accounting is studied, and in particular the necessary deductions for OAB and income tax. Several members of the class handle payrolls for their organizations, and in one instance a new form has been designed to meet the needs of a particular firm, an improvement which may be traced to the class discussions. These are all illustrations of meeting the immediate needs of the students as demanded by job experience.

The emphasis placed on the needs of the pupils on the job gives added information to the student who is going to take a more advanced course in accounting, and he can better understand how theory and practical experience are related. The fact that these discussions have been included in the regular class work makes the whole subject much more real to everyone. Accounting is no longer an abstract bookkeeping cycle as set forth in the textbook, but becomes a real tangible procedure, with many different approaches.

Relationship to Other Courses

With today's problems of taxes, government finances, municipal bond issues, insurance and retirement plans, escalator clauses in wage agreements and the fluctuating value of the dollar, any discussion of economic matters will include some words peculiar to the accounting vocabulary. In fact, in order to understand the radio commentators' remarks about federal expenditures one has to be acquainted with the two accounting statements, the *income statement* and the *balance sheet*.

The correlation factor between accounting and all courses based on economics is high. Failure to stress this correlation on the part of accounting instructors is often a cause of misunderstanding the interpretation of current affairs.

Let the students discuss the observations made on part time jobs; these, of course, should be general in nature rather than specific. Let the merits of various makes of posting machines be aired in class and even demonstrated if possible. Let the problem in economics or business principles be presented in the accounting class whenever pertinent. All of these suggestions will help make the accounting class at the undergraduate level meet both the future and immediate needs of the students.

UBEA

THE ASSOCIATIONS UNITED FOR BETTER BUSINESS EDUCATION

Paul Lomax Elected President of UBEA

Paul S. Lomax, Chairman of the Department of Business Education at New York University, was elected president of the United Business Education Association for the year beginning on August 1. Dr. Lomax was the unanimous choice of the National Council for the presidency following the report of the steering committee on major projects which the Association should undertake during the current year.

The new president has served the Association as vice president and as president of the Research Foundation of UBEA. He was named chairman of the UBEA-NOMA Joint Tests Committee in 1951.

Ray G. Price is the retiring president. Other past presidents of UBEA are Edwin A. Swanson, Albert C. Fries, Cecil Puckett, and Hamden L. Forkner.

Other Officers

Lloyd V. Douglas of Iowa State Teachers College was elected treasurer. Both Dr. Douglas and Dr. Yerian are active in the UBEA unification program; UBEA professional divisions; and are working on the state level with the UBEA sponsored organization, Future Business Leaders of America.

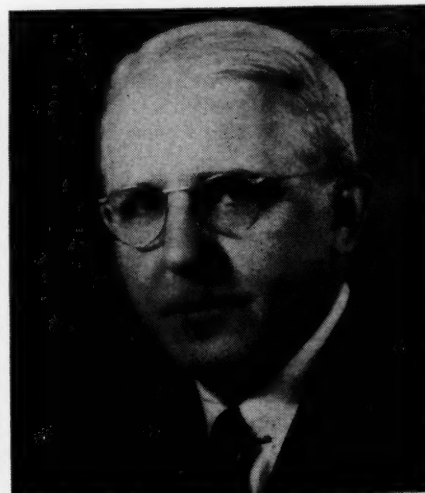
Council Members

Council members elected by mail ballot for three-year terms include: *Eastern Region*, Estelle S. Phillips, District of Columbia Public Schools; *Southern Region*, Gladys Peck, Louisiana State Department of Education; *Central Region*, Ray L. Ruppel, Waukesha (Wisconsin) High School; *Mountain-Plains Region*, Earl G. Nicks, University of Denver; and *Western Region*, Phillip B. Ashworth, San Diego Public Schools.

Each of the new members of the Council has worked closely with the Association as a committee chairman, president of an affiliated association, or as a state membership director. Their previous experiences in places of leadership assures members of UBEA that the affairs of the Association will continue to be handled by interested and competent persons. Retiring members of the Council are Edwin A. Swanson, John N. Given, A. L. Walker, Edward H. Goldstein, and Paul M. Boynton.



LLOYD V. DOUGLAS, Vice President



PAUL S. LOMAX, President



RAY G. PRICE, Past President



THEODORE YERIAN, Treasurer

Representative Assembly

The fifth annual meeting of the UBEA Representative Assembly was held in Denver, Colorado, on June 28. In the opening session, the president, Ray G. Price, reviewed briefly the progress of the Association. The vice president, Paul Lomax, presided and outlined for the group some of the activities which are in process. Hollis Guy, executive secretary, told briefly of the developments at headquarters office. Other reports were given by Gladys Peck, president of SBEA; E. C. McGill, president of MPBEA; Evan Croft, president of WBEA; Theodore Woodward for the president of the Ad-

ministrators Division; and Lloyd Douglas for the president of the Research Foundation. E. C. McGill also reported for NABTTI.

At the business session, delegates of affiliated associations presented recommendations for the consideration of the National Council. In the closing session, the delegates passed the following motions.

Motion: That the recommendation of the Centennial Action Committee be approved.

Motion: That the recommendation of the Executive Board to release the ballots for the election of National Council mem-

UBEA IN ACTION

bers be moved forward from May 1 to April 1 be approved.

Motion: That the recommendations of the Executive Board to include only two names on the ballot be approved.

Motion: That the recommendations of the Executive Board to appoint an election committee to study the method and procedure for electing Council members be approved.

Motion: That officers and chairmen of major committees be requested to prepare duplicated copies of their reports for distribution at the meeting of the Representative Assembly.

The place and time for next year's Assembly will be announced in an early issue of the FORUM.

Unification Continues

A plan for the unification of members of the UBEA in the Mountain-Plains area into a regional organization was approved by the National Council at its meeting held in Denver on June 26-28. The purpose of the new organization is to promote better business education nationally and in the nine-state region through close cooperation with the UBEA and through whatever means fit into the pattern and activities of the UBEA.

Presiding over the organization meeting for MPBEA was E. C. McGill, council member from the District. Official business transacted included the motion to establish a permanent organization, adoption of the name (Mountain-Plains Business Education Association, a Region of UBEA), the consideration of matters pertaining to the 1953 convention, and election of officers. UBEA-MBPEA dues for the current year were established at \$3.50 for regular members and \$6.50 for professional members.

The National Council reaffirmed its action concerning unification of regional, state, and local associations which was taken at the February meeting held in Chicago. The two motions adopted at the February meeting follow.

1. That UBEA continue its present program of affiliation with those state and regional organizations which want to cooperate on the basis of UBEA national dues as established by the UBEA Executive Board.

2. That UBEA encourage additional city, state, or regional organizations to set up a cooperative unified dues plan in those areas where such plans do not now exist.

The UBEA plan for cooperation proposes that business education shall be a

strong specialized department of the teaching profession, united to work for the success of our objectives in a society that must have better education for living and better education for business. During the past five years, the desirability of working together in certain activities and services has been recognized by three regional groups and more than fifty state, area, and local associations. Many of these associations have adopted the unified dues, others will consider the adoption of unified dues at their fall meetings.

Two Divisions Elect New Officers

In a mail vote, members of the Research Foundation elected Clyde I. Blanchard to the office of vice president. Dorothy H. Veon of Pennsylvania State College was elected secretary of the Foundation for the term beginning August 1, 1952 and ending July 31, 1954. Herman G. Enterline of Indiana University is president of the group.

The Research Foundation of UBEA, organized in 1948, is responsible for issuing the research numbers of THE NATIONAL BUSINESS EDUCATION QUARTERLY, holding an annual meeting, and conducting research studies for the associations united. Viola DuFrain of Southern Illinois University is editor of the Research number of the QUARTERLY. Jessie Graham of the Los Angeles City Schools and a former vice president of the Foundation has released for publication the Foundation's latest study on work experience in business education.

Verner L. Dotson, supervisor of business education in Seattle, Washington, is the new vice president of the Administrators Division. He was elected for the term ending July 31, 1954. Theodore Yerian of Oregon State College was elected to the office of secretary. Elvin S. Eyster of Indiana University is president of the Division.

The Administrators Division is in the process of setting up four study commissions on administrative problems. These commissions are expected to make reports at the February, 1953, meeting. In addition to editing the administrators' issues of THE NATIONAL BUSINESS EDUCATION QUARTERLY, this Division publishes each year a Directory of State and City (population 100,000 and above) Supervisors of Business Education. Kenneth J. Hansen is editor for the Administrators Division of UBEA.

Both Divisions will hold their annual meeting in Chicago on February 12-14.

The Business Education Program in the Secondary School

The National Business Education Quarterly. Edited by Hamden L. Forkner, 1949, 176 pages, \$1.00.

This publication describes the characteristics of a good business education program in the secondary school in terms of housing, equipment, and teaching aids; teachers; supervision; selection, guidance, placement, and follow-up; extraclass activities; coordinated work experience; adult evening classes; research; and evaluation of the effectiveness of the teaching in shorthand, typewriting, bookkeeping, basic business, distributive occupations, and clerical practice. It discusses what business education can contribute to general education, vocational competency, and community relationship and how teacher education institutions, the U. S. Office of Education, and state departments of education can cooperate and assist in the development of all phases of business education.

UBEA

1201 16th Street, N. W.
Washington 6, D. C.

U. S. Chapter of ISBE Host to 1952 International Meeting

The U. S. Chapter of the International Society for Business Education, a Division of UBEA, was host to the delegates who attended the Twenty-Sixth Annual International Economic Course from August 17 to August 31, 1952. Sessions were held in New York, Washington, and other eastern cities. Delegates were the representatives of chapters in Canada, Denmark, England, Egypt, France, Greece, Italy, Spain, Sweden, Switzerland, and twenty-one of the UBEA affiliated state and area associations. This was the first time that the 52-year-old Society has met in the United States. Last year's meeting was in London and the 1953 Economic Course will be held in Rome.

Arrangements for the meeting were under the direction of Hamden L. Forkner of Teachers College, Columbia University, who is president of the U. S. Chapter.

The major purpose of the annual Economic Course is to study the economic life of various countries. Morning sessions are usually devoted to orientation, business, and study groups; afternoons to lectures, visits to business and industrial firms, stores, schools, and the like; while evenings are free or devoted to social activities.

Among the topics which were discussed at the 1952 meeting were: "The United States in the World of Commerce," "Educational Goals of America," "Influence of Mechanization of Offices in America," "The United States in International Education," "Retail Distribution in Amer-

ica," and "Agriculture in the Economy of America."

Organizations which cooperated in sponsoring luncheons and dinners followed by economic-course lectures and tours are: Port of New York Authority; Shell Oil Company; South-Western Publishing Company; New York University; Teachers College, Columbia University; Institute of Life Insurance; Monroe Calculating Machine Company; McGraw-Hill Publishing Company; Board of Trade, Washington, D. C.; Business Education League of Washington, D. C.; Remington Rand Incorporated; Royal Typewriter Company; Underwood Corporation; and International Business Machines Corporation.

Delegates who registered for the Course are: *Canada*—Albert-Francois Angers, Jean Cameron, Mrs. L. Julien, and Pierre Ste-Marie; *Denmark*—Aksel Baunsgaard, Johannes Borch-Madsen, John Hyltoft Christensen, H. O. Damgaard-Nielsen, Nottelmann Hansen, Helge Heering, Mrs. S. Jørlund, Henning Kirkeby, Mogens Kjølbye, Paul Meisen, Erik Nielsen, Chr. Pedersen, Henry Porning, Aage Rasmussen, Theodor Ratner, and Alfred Villemoes; *Egypt*—Christiane Henon, Marcel-Adrien Henon, Mrs. Henon, Abdel Latif Hussein, Mrs. Hussein, Moh. Hassan Kassem, Philip Mattar, and Nagib Yousef; *France*—Albert Lecompte; *Germany*—Arthur Riedel; *Great Britain*—C. E. E.

Brown; *Greece*—Costas Philippopoulos, Mrs. Philippopoulos, Nicolaos Stylianides, and Mrs. Stylianides; *Italy*—Elda Cava, Franca Del Vecchio, Eduardo Galgano, and Elena Monti; *Spain*—Fernando Boter, Mrs. Boter, Emilio Roig, and Mrs. Roig; *Sweden*—Anne-Marie Ferner, Mrs. Eva Holmqvist, William Johnsson, and Ivan Larsson; *Switzerland*—Carl Casparis, Jules Chuard, Mrs. Chuard, Adolphe Cornaz, Michel Cornaz, Arthur Etter, Edwin Graf, Hermann Gutknecht, Adolphe Haasbauer, A. Latt, Paul Legler, Johann Albert Löffel, Arthur Lutz, Aligi Nobili, Samuel Schaffner, Heinz Schoeffler, Charles Wehrli, Franz Wetterwald, and Mrs. Wetterwald.

United States—Elisabeth Anthony, Mary Brown, Dorothy Burdsal, Ina Chambers, Ann L. Eckersley, Margaret Eggers, Marion Fairbanks, Hamden L. Forkner, Hollis Guy, Mrs. Guy, Mathilde Hardaway, Jane Ann Harrigan, Rita Heape, Wilhelmina Heber, Luvicy Hill, Ada Immel, Eline Kriseh, Mary McCabe, Frances McQuarrie, Ernestine Melton, M. Louise Moses, Delyda Moultrie, Dorothy Myers, Adeline Olson, Perle Parvis, William Pasewark, Gladys Peck, Mary Pinkston, Lillian Rogers, William Sakson, Tressa Sharpe, Herbert A. Tonne, Litta Tumbelson, Ruth Tumbelson, Elizabeth T. Van Derveer, Dorothy Veon, Sarah Weberpals, Frances C. Welsh, Leslie Whale, and Harriet Wheeler.

The delegates to the Twenty-Sixth International Economic Course visited the U. S. Capitol, National Airport, Mount Vernon, Howard University, the Pan American Building, and other places of interest while in Washington. Delegates who did not visit their respective embassies on the final afternoon in Washington toured the National Gallery of Art.

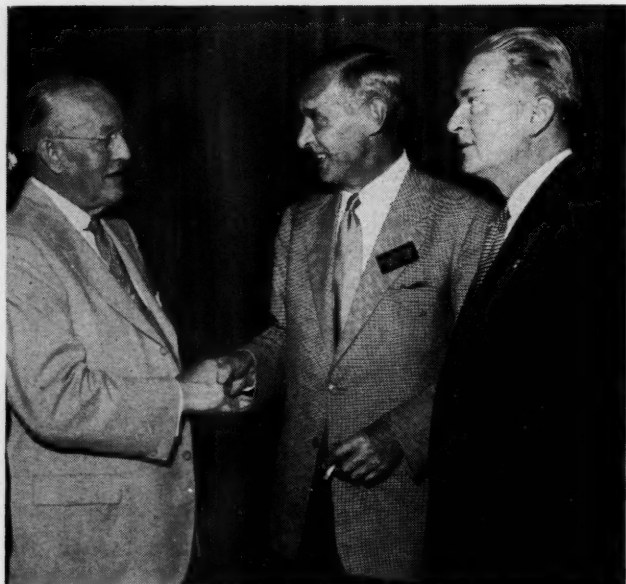




International Society Delegates Visit Washington

Above: The National Education Association was headquarters for the ISBE delegates while in Washington. Hollis Guy, UBEA executive secretary, greeted the delegates upon their arrival from the U. S. Office of Education for an official visit to the National Education Association and the UBEA headquarters office.

Right: In the lobby of the NEA Building, the incoming and retiring officers inspected the NEA's famous collection of foreign stamps and paused for a photograph. Left to right are Hamden L. Forkner, president of the U. S. Chapter; Hollis Guy; H. O. Damgaard-Nielsen of Denmark, president of ISBE; A. Latt of Switzerland, executive secretary of ISBE; Ivan Larsson of Sweden, incoming president; and Samuel Schaffner, incoming executive secretary.



Right: ISBE delegates who met Lyle Ashby, NEA Associate Secretary, and toured the building are (first row) Albert LeCompte, France; Pierre Ste-Marie, Canada; Estelle S. Phillips, District of Columbia; Adolphine Haasbauer, Switzerland; Dorothy Burdsal, Arizona; Theodor Ratner, Denmark; Abdel Latif Hussein, Egypt; (second row) Michael Cornaz, Switzerland; Dr. Ashby and Mr. Guy of the NEA Staff; Aage Rasmussen, Denmark; Ivan Larsson, Sweden; and Chr. Pedersen, Denmark.



Left: Among the representatives of the UBEA affiliated associations who were delegates to the International Course are Luvicy Hill, Nebraska; Mary McCabe, Ohio; Gladys Peck, Louisiana; Dorothy Burdsal, Arizona; Rita Heape, South Carolina; and Frances McQuarrie, Florida.

Below: One of the tour groups at the National Gallery of Art included Adolphe Cornaz, Switzerland; Leslie Whale, Michigan; Jean Cameron, Canada; Ann Eckersley, Connecticut; Michael Cornaz, Switzerland; Dorothy Veon, Pennsylvania, vice president of the U. S. Chapter; Yvette Henon, Egypt; Ivan Larsson, Sweden; and William Sakson, New York; secretary of the U. S. Chapter.

Opposite page, left: ISBE delegates welcomed to NEA by Willard Givens (left), retiring executive secretary of the National Education Association. Mr. Damgaard-Nielsen and Dr. Latt are shown with Dr. Givens while standing in front of a banner presented to NEA by the teachers of the Philippine Islands.

Opposite page, right: At the Board of Trade dinner in Washington, D. C., Melvin Sharpe (left), President of the D. C. Board of Education, and W. Herbert Gill, Education Chairman of the Board of Trade, meet the ISBE president.



AFFILIATED, COOPERATING, AND UBEA REGIONAL ASSOCIATIONS

The announcements of meetings, presentation of officers, and special projects of affiliated, cooperating, and UBEA regional associations should be of interest to FORUM readers. An affiliated association is any organized group of business teachers which has been approved for representation in the UBEA Representative Assembly. A UBEA regional association is an autonomous group operating within a UBEA district which has unified its program of activities with UBEA and has an official representative on the UBEA National Council for Business Education. A cooperating association is defined as a national organization or agency for which the UBEA National Council for Business Education has established a coordinating committee.

Affiliated Associations

Akron Business Education Association
Alabama Business Education Association
Arizona Business Educators' Association
Arkansas Education Association, Business Section
California Business Education Association
Chicago Area Business Educators' Association
Colorado Education Association, Commercial Section
Connecticut Business Educators' Association
Delaware Commercial Teachers Association
Florida Business Education Association
Georgia Business Education Association
Houston (Texas) Chapter of UBEA
Idaho Business Education Association
Illinois Business Education Association
Indiana State Teachers Association, Business Education Sections
Inland Empire Commercial Teachers Association
Iowa Business Teachers Association
Kansas Business Teachers Association
Kentucky Business Education Association
Louisiana Business Education Association
Maryland Business Education Association
Minnesota Business Education Association
Mississippi Business Education Association
Missouri State Teachers Association, Business Education Section
Montana Business Education Association
Nebraska State Education Association, District I and District IV Business Education Sections
New Hampshire Business Educators' Association
New Jersey Business Education Association
New Mexico Business Education Association
North Carolina Education Association, Business Education Section
North Dakota Education Association, Business Education Section
Ohio Business Teachers Association
Oklahoma Commercial Teachers Federation
Oregon Business Education Association
Pennsylvania Business Educators Association
Philadelphia Business Teachers Association
St. Louis Area Business Education Association
South Carolina Business Education Association
South Dakota Commercial Teachers Association
Tennessee Business Education Association
Texas State Teachers Association, Business Education Section
Tri-State Business Education Association
Utah Education Association, Business Education Section
Virginia Business Education Association
Washington Council for Business Education
West Virginia Education Association, Business Education Section
Wisconsin Business Education Association
Wyoming Business Education Association

MOUNTAIN-PLAINS BUSINESS EDUCATION ASSOCIATION



Officers of the Mountain Plains organization for 1952-53 are Hulda Vaaler, secretary; Earl G. Nicks, vice president; E. C. McGill, president; and Vernon Payne, treasurer.

Members of the UBEA, representing nine states in the Mountain-Plains Region with an approximate combined membership of 1,100, met in Denver on June 27-28 for the first annual convention of the Mountain-Plains Business Education Association. "Organization Toward Better Business Education" was the theme of the meeting.

Setting the stage for a challenging program for the three-day convention was the address, "The Mountain Peaks of Our Profession" by Clyde I. Blanchard, University of Tulsa, Oklahoma, presented at the opening fellowship banquet on Thursday evening. At the general session on Friday afternoon, Robert Slaughter of The Gregg Publishing Company continued in the same spirit by directing attention to "Pressures and Leadership in Business Education."

Sessions on Friday morning and Saturday afternoon were devoted to the subject-matter areas in business teaching, each being presented in a keynote address followed by panel discussions. Keynote speakers and panel leaders on Friday in-

cluded John L. Rowe, New York City, speaking on typewriting; Ray G. Price, University of Minnesota, general business; and Cecil Stanley, Nebraska, distributive education. Keynoters on Saturday were Louis A. Leslie, of New York City, speaking on shorthand; Dorothy L. Travis, Central High School and the University of North Dakota, office practice; and Robert Slaughter, bookkeeping.

Highlighting the entertainment activities during the conference was a steak fry in the Denver Mountains on Friday evening.

E. C. McGill, Kansas State Teachers College, Emporia, was elected president; Earl G. Nicks, University of Denver, vice president; Hulda Vaaler, University of South Dakota, secretary; and Vernon V. Payne, New Mexico Highlands University, treasurer. The officers were formally installed on Saturday at the final session of the conference with Ray G. Price, president of UBEA, conducting the installation service.

Appointments at the closing session included O. A. Parks, North Dakota, as

membership director for the region; Kenneth Hansen, Colorado, as general chairman for the convention in 1953; and Clyde I. Blanchard, Oklahoma, chairman of the constitution committee preparing the final draft of the constitution for MPBEA.

The UBEA delegate assembly on Saturday morning, followed by the fellowship luncheon, rounded out a successful first convention of the Mountain-Plains Business Education Association and attested approval for the regional organization in an effort toward greater activity and service for business education through our United Business Education Association.

It was voted to hold the 1953 convention at the Y. M. C. A. Lodge in Estes Park, Colorado, June 19-20.

Houston

The Greater Houston Chapter of the United Business Education Association held its spring meeting on April 5, 1952 at Oberholtzer Hall, University of Houston. Fifty-four members and guests attended the meeting.

During the business meeting, certification laws for business teachers were discussed. Recommendations were sent to the Texas Education Agency regarding minimum requirements for certifying business teachers.

The following officers were elected for the year 1952-53; Carlos K. Hayden, University of Houston, president; Alice Etheredge, Pearland High School, vice president; Nellie W. Maxwell, Reagan Senior High School, secretary; and Winifred O'Hara, Lanier Junior High School, treasurer.

Dr. Hayden, program chairman, had arranged a panel discussion on, "Pre-employment Evaluation of Business Students." R. L. Lucas, secretary-manager of Shell Oil & Refining Co. and a member of NOMA, gave a general background of the *National Business Entrance Tests* and displayed sample tests. Lee Ross Parker, office manager of Houston Transit Co., spoke of his experience while administering the tests in office situations and of their significance. He expressed a hope that a Testing Center could be established in the Houston area.

Elizabeth Seuffer, Milby High School, spoke of the teacher's view of the tests. An interesting discussion period followed.

SOUTHERN BUSINESS EDUCATION ASSOCIATION

Business educators from the twelve Southern States will meet in Atlanta, Georgia, on November 27-29, for their annual convention. All sessions will be held at the Biltmore Hotel.

Among the innovations for this year's program is a session planned especially for sponsors and persons interested in the rapidly growing youth organization, *Future Business Leaders of America*. A social highlight will be the Inaugural Ball which will follow the banquet on Friday night.

Gladys Peck, SBEA president, and her co-workers have released the program presented below. This program, of course, is subject to last minute changes. The convention theme is, "Together, Business and Business Education Work for Vocational Competency."

Program for the Twenty-eighth Annual Convention

THURSDAY, NOVEMBER 27

Registration: 8:00 A. M.

Tour: 9:00 A. M.

First General Session, 1:00 P. M.

Theme: "Responsibilities of Business Education"

Presiding: Gladys Peck, President of SBEA, and State Supervisor of Business Education, Baton Rouge, Louisiana

Chairman: Fred D. Kenamond, South-Western Publishing Company, Jackson, Mississippi

Welcome: Ira Jarrell, Superintendent of City Schools, Atlanta, Georgia

Response: A. L. Walker, State Supervisor of Business Education, Richmond, Virginia

Panel: J. Frank Dame, Florida State University, Tallahassee; Elise Etheredge, Columbia High School, Columbia, South Carolina; Marie Louise Franques, Southwestern Louisiana Institute, Lafayette; Paul T. Hendershot, Louisiana Polytechnic Institute, Ruston; and D. D. Lessenberry, University of Pittsburgh, Pittsburgh, Pennsylvania

Nominations of 1953 Officers

Special Session, 3:00 P. M.

Theme: "Methods and Techniques for Building Typewriting Skill"

Chairman: Margaret Bell Humphreys, University of Kentucky, Lexington

Lecturer-Demonstrator: George L. Hossfield, Underwood Corporation, New York City

Tea and Sing, 4:30 P. M.

Hosts: Official SBEA Family

Fellowship Dinner, 7:00 P. M.

Presiding: Gladys Peck, President of SBEA

Welcome: O. C. Aderhold, President, University of Georgia, Athens

Presentation of Guests: Frank M. Herndon,

First Vice-President of SBEA, University of Mississippi, University

Speaker: T. James Crawford, Indiana University, Bloomington.

Square Dance, 9:00 P. M.

Chairman: Lloyd Baugham, University of Georgia, Atlanta Division

FRIDAY, NOVEMBER 28

Breakfast: UBEA 10,000 Club, 7:30 A. M.

Registration: 8:00 A. M.

Second General Session, 9:00 A. M.

Chairman: Mildred Creger, Virginia High School, Bristol Virginia

Address: "Business Education and Its Public," Robert E. Slaughter, The Gregg Publishing Company, New York City

Secondary Schools Section, 10:00 A. M.

Theme: "Problems Clinic in Business Education"

Chairman: Ruth Brewer, Miami Senior High Miami, Florida

Leader: Shorthand—Clyde I. Blanchard, University of Tulsa, Tulsa, Oklahoma

Leaders: Typewriting—D. D. Lessenberry and T. James Crawford

Leader: Bookkeeping and Accounting—John A. Pendry, South-Western Publishing Co.

Leader: Office Practice—Robert E. Slaughter

Leader: Social Business—Elvin S. Eyster, Indiana University, Bloomington

College and University Section, 11:00 A. M.

Chairman: Jean K. House, Delta State Teachers College, Cleveland, Miss.

Address: "College Teacher and Businessman Plan Business Curriculum," Herman G. Enterline, Indiana University, Bloomington, Indiana.

Address: "Ways in Which Business and College Departments Can Cooperate," Elvin S. Eyster.

(Continued on next page)

IN ACTION

Junior College Section, 11:00 A. M.

Chairman: Mary Ella Anderson, Sunflower Junior College, Moorhead, Mississippi.

Address: Clarence F. Hise, First Finance and Thrift Corp., Rome, Georgia

Address: "Five Ways to Get Better Typewriting Results," Phillip S. Pepe, Remington Rand Inc., New York City

Private Business College Section, 11:00 a.m.

Chairman: Charles E. Palmer, Rice Business College, Charleston, S. C.

Address: H. D. Hopkins, National Association and Council of Business Schools, Washington, D. C.

Bookkeeping and Accounting Section, 11:00 A. M.

Chairman: Charles P. Foote, State Teachers College, Conway, Arkansas

Address: "Accounting Classes—Profit or Loss," N. B. Morrison, Northwestern State College, Natchitoches, La.

States Luncheon, 12:15 P. M.

Theme: "UBEA Divisions in Action"

Chairman: Ray G. Price, Past President of UBEA, University of Minnesota, Minneapolis

Panel: Paul S. Lomax, President of UBEA, New York University, New York City; Hollis Guy, Executive Secretary of UBEA, Washington, D. C.; Hamden L. Forkner, President, U. S. Chapter of ISBE, Columbia University, New York City; Herman G. Enterline, President UBEA Research Foundation, Indiana University, Bloomington, Indiana; and Elvin S. Eyster, President, UBEA Administrators Division, Indiana University, Bloomington, Indiana

Discussion Group, 2:00 P. M.

Theme: "NOMA and SBEA Work Together for Better Business Education"

Chairman: Parker Liles, Supervisor of Business Education, Atlanta, Georgia

Panel: Lawrence Brown, Atlanta Gas and Light Company; Hulda O. Erath, Southwestern Louisiana Institute, Lafayette; John H. Moorman, University of Florida, Gainesville; L. E. Rast, Southern Bell Telephone and Telegraph Company, Atlanta; George E. Smith, Tull Metal and Supply Company, Atlanta; and Theodore Woodward, George Peabody College, Nashville, Tennessee

Film: 3:30 p.m.—L. C. Smith and Corona Typewriters, Inc.

Discussion Group, 4:00 P. M.

Theme: "Supervision of Business Education"

Chairman: Frank M. Herndon

Panel: Ruby C. Baxter, Grayson High School, Grayson, Louisiana; Z. S. Dickerson, State Teachers College, Florence, Alabama; Estelle Phillips, Supervisor of Business Education, Washington, D. C.; and Mrs. W. C. Smith, George Washington High School, Alexandria, Virginia.

Resource Persons: Gladys Peek and A. L. Walker

Banquet, 7:30 P. M.

Presiding: Gladys Peek, President of SBEA
Toastmaster: Howard M. Norton, Louisiana State University, Baton Rouge

Greetings: M. D. Collins, State Superintendent of Schools, Atlanta, Georgia

Introduction of Guests: A. L. Walker

Address: "The Place of Business Education in the Total Program of Education," Shelby M. Jackson, State Superintendent of Schools, Baton Rouge, La.

Inaugural Ball, 9:30 P. M.

Master of Ceremonies: R. D. Cooper, Southwestern Publishing Company

Features: Grand March, Presentation of Officers, Floor Show, and Dancing

SATURDAY, NOVEMBER 29

Secretarial Science Section, 9:00 A. M.

Chairman: Eugenia Moseley, George Peabody College for Teachers, Nashville, Tennessee

Address: "Enriching the Teaching of Secretarial Subjects," Clyde I. Blanchard.

Future Business Leaders of America, 10:00 A. M.

Theme: "The Place of FBLA in the Business Education Program"

Chairman: Hamden L. Forkner

Panel Members: Jeron LaFargue, National FBLA President; Hollis Guy, National FBLA Executive Secretary; Richard D. Clanton, Chairman of Louisiana FBLA Committee, Bolton High School, Alexandria; and Henry W. Calvert.

Third General Session, 11:00 A. M.

Theme: "Summary and Evaluation of Sectional Meetings"

Presiding: Kenneth H. Dunlop, Second Vice-President of SBEA, Salisbury Business College, Salisbury, North Carolina

Moderator: Vernon A. Musselman, Treasurer of SBEA, University of Kentucky, Lexington

Sectional Chairmen: Mary Ella Anderson, Junior College Section; Ruth Brewer, Secondary School Section; Charles P. Foote, Bookkeeping and Accounting Section; Jean K. House, College and University Section; Eugenia Moseley, Secretarial Science Section; and Charles E. Palmer, Private Business College Section.

Final Business Session

Presiding: Gladys Peek, President of SBEA

Condensed Program

Western Business Education Association Convention, Salt Lake City

Thursday, October 9

Opening Session: Evan M. Croft, president, presiding

Speaker—Robert R. Aurner

Luncheon: Jesse Black, president of Utah association, presiding

Speaker—Albert C. Fries

Sectional Meetings: Shorthand—Clyde I. Blanchard, chairman; Distributive Occupations—William R. Blackler, chairman; and Bookkeeping—Clarence Tyndall, chairman

Friday, October 10

Sectional Meetings: Typewriting—Bruce I. Blackstone, chairman; and English—Robert R. Aurner, chairman

Fellowship Banquet: Evan M. Croft, presiding

Speaker—Cleon Skousen

Saturday, October 11

Luncheon: Eugene Kosy, vice president of WBEA, presiding

Speaker—S. Joseph DeBrum

Wisconsin

The Executive Committee of the Wisconsin Business Education Association held its spring meeting at Hotel Retlaw, Fond du Lac, Wisconsin, on March 29. Those present were Kenneth Peterson, Neenah; Russell Hosler, Madison; Ray Rupple, Waukesha; Marvin Hauser, Whitewater; Marie Benson, Whitewater; and Lorraine Missling, Shawano.

A great deal of time was devoted to plans for a more concentrated membership drive. Several effective ways were agreed upon and the group will incorporate them with other plans concerning membership for the following year.

The committee also set up the schedule for the 1952 meeting which will be held in Milwaukee in November. Outstanding speakers have been invited to participate in the various areas of business education.

Some time was spent in discussing work-experience programs and how to popularize business education among school administrators throughout the state. The promoting of the FBLA movement in our schools was discussed at length.

FBLA Forum



FBLA Represented at Citizenship Conference

The Future Business Leaders of America was represented by Harriet Conrad, National FBLA Secretary, Waynesboro, Virginia, at the Seventh Annual National Conference on Citizenship which was held in September at the Hotel Statler, Washington, D. C. The conference co-sponsored by the National Education Association and the U. S. Department of Justice, opened on Wednesday morning, September 17, 1952—the newly established "Citizenship Day."

"Citizenship Day" was created by the recent Congress, with the approval of President Truman, to commemorate the signing of the Constitution on September 17, 1787. This is the first such Congressional recognition in the Nation's history of the signing of this sacred document.

More than 1200 delegates, representing about 800 organizations and agencies, took part in this year's conference. In keeping with the occasion, the theme chosen for the 1952 gathering was "The Constitution and the Citizen."

The program of the first session included an address by President Truman and a citizenship induction ceremony wherein a class of qualified foreign-born persons took the oath of allegiance on becoming United States citizens. At the night session of the first day of the assembly, a panel of youths and adults discussed some practical plans for developing better citizenship. The panel was directed by Dr. William S. Vincent of Columbia University.

On the second day, the 1200 delegates formed thirty-member groups where, in genuine democratic manner everyone had the opportunity to express his viewpoint concerning the problems that confront his community, and the general welfare of the Nation. The closing session was devoted to a summarization of the groups' discussions and an address by Mrs. Eleanor Roosevelt.

The FBLA delegate was accompanied by Miss Marguerite Crumley who represented the United Business Education Association. Miss Crumley is on the staff at the State Department of Education in Richmond, Virginia, and is a state FBLA sponsor.



National officers of FBLA elected at the Chicago convention are (left to right) Bernard Shub, vice president for the Mountain Plains Region; William Lambert, vice president for the Central Region; Pat Brown, vice president for the Southern Region; Jeron La Fargue, president; Joann Brown, treasurer; and Jim Bagwell, vice president for the Western Region. Harriet Conrad, secretary, had a plane schedule to meet and is not in the picture.

FBLA National Convention

"It's been a grand convention," said one of the FBLA delegates as she left the Conrad Hilton Hotel for her home in Kentucky. A Louisiana sponsor admitted that he had not gotten the answers to all of his chapter problems, but he was positive that it would take a special train to transport the Louisiana delegation to next year's convention when word got around about what a wonderful time both sponsors and pupils had experienced in Chicago.

This seemed to be the general feeling of the three hundred state delegates, chapter representatives, and sponsors who attended the first national convention which was held on May 30 and 31.

Outstanding Reports

The convention reports revealed the increased tempo of FBLA activities in the more than six hundred high school and college chapters. It is obvious that many of the chapters are carrying on projects which contribute to good school-community relationship as well as projects which benefit the individual members.

The group heard inspiring talks by Mr. Orville B. Tearney, Manager of Credits and Corporate Insurance, Inland Steel Company; Mr. Hugh A. Wichert, an executive of Ruth, Rauff, and Ryan, Advertising Agency; and Mr. Donald A. Markham of the Alexander Insurance General Agency.

At the business session, delegates ratified the FBLA constitution and elected officers for 1952-53 in addition to discussing problems confronting a national organization which is growing so rapidly.

There was much discussion about the time and place for holding next year's convention. Tentative plans have been made for holding the convention in Washington, D. C., at a time which will be convenient for the largest number of chapters which will send delegates.

Mr. Robert Stickler, Illinois Adviser and member of the UBEA Executive Board, was chairman of local arrangements. He was assisted by a committee composed of Miss Tressa Sharpe, Mr. Wilbert Doak, Miss Ada Immel, Miss Marguerite Gohdes, and other sponsors in the Chicago area.

The first annual convention of Future Business Leaders of America passed the following resolutions:

1. That the appreciation of FBLA be expressed to the Committee on Arrangements and especially to its Chairman, Mr. Robert Stickler, for everything that has been done during and in advance of this convention to make it historically significant.
2. That FBLA express its appreciation to the American Iron and Steel Institute for its banquet and banquet speaker; to Mr. Warren Nelson, Director, Department of Educational Research; and that the various chapters

FBLA IN ACTION



The annual banquet and dance was a highlight of the convention. In the foreground are three FBLA advisors—Miss Gladys Peck, Mr. Ray Ruppel, and Mr. Carl Pipenburg. Convention photographs were made by the Lawrence Central High School delegates.



Donna Seirp was toastmistress for the FBLA banquet. It was her privilege to present Mr. Hollis Guy, FBLA's executive secretary; the banquet speaker, Mr. Orville B. Tearney; and other prominent persons seated at the speaker's table.

express this appreciation by writing letters to the Institute upon their return to their respective homes.

3. That FBLA express its appreciation to the **FBLA FORUM** for its splendid work in the area of public relations, both with teachers of business and with those outside of the profession; for the many unique and original ideas given to local chapters on its pages; and for the excellent medium that it offers for top-flight publicity.

4. That FBLA express its sincere thanks to the officers and directors of the United Business Education Association, our sponsoring organization, for its

financial support and for its untiring efforts in behalf of our organization.

5. That FBLA express its gratitude to its executive secretary, Mr. Hollis Guy and Mrs. Guy, for their unselfish efforts in behalf of FBLA; for their wisdom and insight in laying the groundwork for a stable and effective organization for business students; for their guidance and inspiration during the early years; and for their leadership during this convention.

One of the highlights of the convention was the presentation of awards. The following awards were presented by Dr. Albert C. Fries who served as chairman of the judges committee.

1. The Hamden L. Forkner plaque for the best activities report made by a local chapter—**Christiansburg (Virginia) High School**; honorable mention to **Reitz (Evansville, Ind.) High School**.

2. A plaque for the local chapter which reported the most original project at the convention—**Bolton (Alexandria, La.) High School**; honorable mention to **Reitz High School**; also honorable mention to **Waynesboro (Virginia) High School**.

3. A plaque to the chapter in each district which had the largest membership in 1951-52—**Webster (Massachusetts) High School**, Eastern District; **Baton Rouge (Louisiana) High School**, Southern District; **Lawrence (Indiana) Central High School**, Central District; **Lubbock (Texas) High School**, Mtn. Plains District; and **Manteca (California) High School**, Western District. Chapters which received honorable mention are: **Reisterstown (Maryland) High School**, **Greenville (South Carolina) High School**, **Centralia (Illinois) High School**, **Shawnee Mission (Kansas) High School**, and **Anaheim (Calif.) High School**.

4. A plaque to the local chapter which installed by teams the greatest number of new chapters between September 1951 and May 31, 1952—**Marietta (Georgia) High School**.

5. A plaque to the state chapter which installed by teams the greatest number of chapters—**Virginia State Chapter**.

6. A plaque to the local chapter with the largest attendance at the convention (based on mileage and the like)—**Bolton High School**.

7. A banner to the state chapter which had the largest attendance (based on mileage and the like)—**Louisiana State Chapter**.

8. A plaque to the local chapter which presented the best exhibit at the convention—**Lawrence Central High School**; honorable mention to **Centralia High School**.

9. A banner to the state chapter which presented the best exhibit at the convention—**Louisiana State Chapter**; honorable mention to the **Georgia State Chapter**.

In determining the winners, the judges used the twelve objectives of FBLA as the criteria for evaluating the projects.

At the final session, the Waukesha (Wisconsin) High School Chapter conducted the impressive installation ceremony. Each of the new officers made short talks expressing appreciation of the confidence that the group had in their ability to serve as national leaders.

Teach
**EDISON
VOICE
WRITING**

Because
**BUSINESSMEN
PREFER
IT!**



Employer satisfaction is guaranteed when your graduates have been taught Edison Voice Writing—the method business finds the easiest, most accurate and most dependable. Firms which “try them all” are picking the DISC EDISON VOICewriter for faster, smoother, more accurate dictation service.

Edison Voicewriter

ANOTHER FINE PRODUCT OF

Thomas A Edison
INCORPORATED

AND NOW WITH TELEVOICE—EDISON'S simple, economical phone-system for dictation that is sweeping the country—there is more call than ever for trained Voice Writing secretaries! For literature and full information, address us at 40 Lakeside Ave., West Orange, N. J. In Canada: Thomas A. Edison of Canada, Ltd., Toronto 1, Ontario.



**FEATURED IN
Business Education
(UBEA) Forum**

- Oct. Shorthand
- Nov. Typewriting
- Dec. Bookkeeping
- Jan. Teaching Aids
- Feb. General Clerical
and Machines
- Mar. Basic Business
- Apr. Distributive
Occupations
- May Cooperation with
Business



**FEATURED IN
The National Business
Education Quarterly**

- Oct. General Issue
- Dec. Business Teacher
Education
- Mar. Research in
Business Education
- May Problems in the
Administration of
Business Education

UNITED BUSINESS EDUCATION ASSOCIATION
A Department of the National Education Association

The United Business Education Association

*deserves the active support of all business
teachers in its program to*

Promote better business education

UBEA is a democratic organization. The policies of the association are made by a Representative Assembly composed of delegates from the affiliated associations. Any member of **UBEA** may attend the annual meeting of the assembly, but only delegates have voting privileges. Fifty state, area, and regional associations of business teachers are affiliated with **UBEA**.

UBEA's Executive Board (National Council for Business Education) is elected by mail ballot. Three board members represent each of the five districts. This group acts for the Representative Assembly in executing policies of the association.

UBEA has four divisions—Research Foundation; Administrators Division; National Association of Business Teacher-Training Institutions; and the U. S. Chapter, International Society for Business Education. The Divisions elect their own officers, hold conventions, and work on problems in their respective areas of interest. Members of the Divisions are also known as professional members of **UBEA**.

UBEA sponsors more than 500 local chapters of the Future Business Leaders of America, the national youth organization for students in colleges and secondary schools enrolled in business subjects.

UBEA owns and publishes the *Business Education (UBEA) Forum* and *The National Business Education Quarterly*. The twenty-four *Forum* and *Quarterly* editors, each a specialist in his field, provide the readers with down-to-earth teaching materials.

UBEA cooperates with other professional associations, organizations of businessmen, and Federal agencies in projects which contribute to better business education.

UBEA provides a testing program in business subjects—Students Typewriting Tests, and the National Business Entrance Tests which is published and administered by the **UBEA-NOMA** Joint Committee.

MEMBERSHIP RATES

Regular—Including full active privileges in the association and a year's subscription to the *Business Education (UBEA) Forum* and special membership releases **\$3.00**

Professional—Including full active privileges in **UBEA** and the four **UBEA** Professional Divisions: Research Foundation, Administrators Division, National Association of Business Teacher-Training Institutions (individual), and U. S. Chapter of International Society for Business Education; also a year's subscription to *Business Education (UBEA) Forum*, *The National Business Education Quarterly*, bulletins, and special membership releases **\$6.00**

Life—same as Regular on a continuous basis ... **\$50.00**

BE PROFESSIONAL

Join now the more than 6000 business teachers who are making our profession strong on a national basis. **Boost United! Be United!** It is your national specialized professional organization.

1201 Sixteenth Street, Washington 6, D. C.

